

**Introduction:**

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

- Academic Performance Index (API) because it has been suspended
- Share of students that are enrolled in A-G Requirements because HCOE C/CS is not accredited.
- Share of ELs who become English Proficient because ELs are returned to district of residence prior to becoming RFEP
- 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 who take Advance Placement Exams because we offer do not AP classes
- High School dropout rates are not counted for County Offices and 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 cannot be compared to traditional school settings.
3. Acronyms –
  - ERC = Eureka Resource Center, Community School
  - ERCISP = Eureka Resource Center, Independent Study Program
  - ERCS = Eel River Community School
  - HCOE C/CS = Humboldt County Office of Education Court Community/Schools
  - ISP = Independent Study Program JH = Juvenile Hall, Court School
  - RF = Regional Facility, Court School SH = Southern Humboldt, Community School

**LEA:** Humboldt County Office of Education

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**LCAP Year:** 2016-17

***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 schoolsite, 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

In order to plan goals for the 2016-19 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 2015-2016 goals.

On January 22, 2016, the HCOE CCS School Site Council, which serves as the Parent Advisory Committee, met to review the 8 state priority areas for the development of the LCAP and services to meet the needs of unduplicated student groups (socioeconomically disadvantaged youth, English Language Learners, RFEP and expelled youth). Native American youth remain a significant local priority group. Discussions confirmed the importance and need for increased collaboration with local agencies.

Progress on 2015-16 goals was shared with parents and students at regional 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: October 29 (Eureka), October 30 (Eureka), December 15 (Eureka), April 6 (Eureka), and April 7 (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.

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 current actions were effective. Student surveys also collected feedback about LCAP strategies implemented in 2015-16 and if they should be continued in 2016 and onward.

On February 9, 2016, the School Site Council met to review progress on goals and submit input for revision for the 2015-2016 LCAP. Results from parent climate surveys and staff surveys were shared with Site Council members to gain further insight on LCAP goals. LCAP goals were refined and core services were identified as key to successful outcomes.

Other regional stakeholder meetings were held on March 10, March 16,

### **Staff Stakeholder Meetings 1/20/16**

Data was reviewed and analyzed by HCOE CCS staff and goals were drafted to align identified needs to state priorities required for the LCAP. The school staff felt that goals 1, 2 and 3 could combined. There was a consensus at future stakeholder meetings that the action items seemed repetitive in those three goals. Staff felt that action items and services could be phrased more succinctly. The same metrics can be used to measure effectiveness. The staff recommended that the new goal be: "Students will be engaged in 21st century learning in order to prepare for college and career." The new goal will continue to focus on reducing chronic absenteeism, credit completion for 8th & 12th grade graduation, ontime graduation rates, and reducing suspension rates. Staff also felt more home to school transportation would help reduce truancy, as it had in prior years.

### **Eureka Stakeholder Meeting 3/10/16**

Suspensions: numbers from this year are lower than last year mostly due to implementing Trauma Informed Education Practices. Stakeholders felt this should be continued and added as an action item for future years.

Stakeholders were interested in investigating the possibility of offering cash, movie tickets, and camping trips as incentives for student participation and attendance.

Stakeholders agreed trauma informed practices which are part of Trauma Informed Education (students affected by trauma how it impacts learning and relationships) are making a positive impact on the students. The stakeholders felt restorative justice practices will also strengthen the program.

The Juvenile Hall Facility Manager discussed implementing restorative justice practices at JH next year, as the training was a benefit beyond the JH classroom.

### **Eel River Stakeholder Meeting 3/16/16**

Interest was expressed in implementing an Online curriculum. Teaching staff is researching programs and narrowing it down between Odysseyware, Edgenuity, Cyber High, Plato and Apex.

Step Up To Writing training on the updated version was proposed for

and March 17, 2016 for personnel from agencies serving youth in Humboldt County, including 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 on March 10, March 16, March 17 were also open to the general public, and notification of the meetings 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 2015-16 and goals planned for future years. In addition, stakeholders discussed expulsion concerns countywide.

A countywide expulsion plan is currently under development with input from all large districts within the county. Stakeholders asked questions about the rights of expelled students, and who holds responsibility for education of expelled students.

On April 1, 2015 at the Humboldt County Co-op for Categorical Programs 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 GAPS in services for expelled youth identified in prior years; services for expelled youth who are currently being provided; and current GAPS for expelled youth were raised and discussed.

A final SSC meeting was held on May 14, 2016 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.

all teachers.

SARB was discussed. It was noted DHHS representatives often don't have information to share at SARB meetings. Further collaboration between CCS staff and DHHS is needed.

It was proposed an action be added to research the criteria for Title XII funding for Native Americans. This will be researched in 2016-17.

Administration shared the proposal to combine goals. The stakeholders in attendance believed it made sense as long as the same actions remained.

### **Garberville Stakeholder Meeting 3/17/16**

Members were impressed by the reduction in suspensions from last year to this year due to the implementation of trauma informed practices across all sites.

Administration reported that attendance data was low and SARB has been utilized much more this year. Stakeholders urged us to continue to utilize SARB and strengthen the services and supports that can be offered through the SARB process.

### **School Site Council Meeting**

The school site council felt that the goals 1, 2 and 3 could be combined to one goal. The group felt Family Nights were a positive experience and should be kept in future years. The SSC expressed that many students are not motivated to take the TABE assessment tests. They felt like a new assessment should be investigated. The group also felt that online curriculum would be beneficial for many students. More elective courses could be offered.

### **Student Survey Results**

Student surveys were administered to all enrolled students. The student survey results were tallied and shared at a staff meeting. Students noted the main barrier to coming to school was lack of transportation or support for transportation in the home. Bus tickets should be continued and other transportation options will be explored. Students also expressed they would like more PE choices while at school. Other options will be researched. Other popular offerings will continue, such as the basketball program, safe serve cooking

<p>The public hearing was held on May 20, 2016 to present the LCAP to the Humboldt County Office of Education Board.</p> <p>The LCAP was approved by the Humboldt County Board on Education on June 8, 2016.</p>	<p>program, MARZ program and work experience for youth. Support for transporting youth to after school enrichment with AmeriCorp members is also surfaced as valuable to students.</p> <p>The County wide expulsion plan review by agency stakeholders which included Probation and HCTAYC resulted in a request to include the awarding of partial credit in the expulsion plan. In response a partial credit task force was created with representation from all the local comprehensive high schools. When the policy is adopted it will be shared with stakeholders and the SSC.</p> <p>Feedback from parents at family nights provided confirmation the following should be continued: 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, flexible hours for ISP to ensure student success, increased teacher – parent contact has improved parent awareness of their children’s progress, student of the month / quarter awards which have been having a positive impact on student engagement.</p>
<p><b>Annual Update:</b></p> <p>All of the above Stakeholder Engagement meetings included discussion of results and progress for the Annual Update section as well as LCAP goal development.</p>	<p><b>Annual Update:</b></p> <p>Stakeholder input on progress and results for the Annual Update are included in the Stakeholder Impact description above.</p>

**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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**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 schoolsites 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 schoolsite 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 schoolsites 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, schoolwide, countywide, or charterwide.

**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 redesignated 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 schoolsites 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 schoolsites?
- 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?

<b>GOAL:</b>	<p>All HCOE CCS students will be engaged in 21st century learning in order to prepare for college and careers.</p> <p><i>[NOTE - Goals 1-3 in prior year's LCAP have been merged into the above single goal based on stakeholder input.]</i></p>	<p>Related State and/or Local Priorities: X                  1 X 2 X 3 X 4 X 5 X 6 X 7 X 8                  COE only: _ 9 _ 10 Local:                  Native American Youth</p>
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<p><b>Identified Need:</b></p>	<p>HCOE CCS serves at-risk youth and expelled students referred by their district of residence.</p> <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 lack of participation and truancy. Students that are referred to CCS are typically behind 30 credits towards graduation completion. Meeting a minimum of 15 units per quarter is imperative to ontime graduation rates and credit recovery.</p> <p>Student attendance does not meet behavioral expectaions and attendance of 85% as agreed upon at initial enrollment. In the 2015-16 school year CCS had a 34% chronic absenteeism rate.</p> <p>A review of TABE scores in ELA and Math scores have been identified as too low. Baseline as of March 4, 2016 % improvement ELA TABE = 39% improvement Math TABE= 43% # of long term (90 day enrolled) students.</p> <p>CAASPP data reflects struggling population of CCS students. (See Outcomes)</p> <p>No students have elected to recieve EAP results from CAASPP.</p> <p>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. A baseline of 12% High School dropouts will be used for improving dropout rates. CCS does not have a sufficient number of middle school students, there will be no reporting of middle school dropouts, it is non-applicable.</p>						
<p><b>Goal Applies to:</b></p>	<table border="1"> <tr> <td data-bbox="428 813 554 940"> <p><b>Schools:</b></p> </td> <td data-bbox="554 813 1887 940"> <p>Eureka Community, Eel River Community, Von Humboldt New Horizons, Southern Humboldt Community</p> </td> </tr> <tr> <td data-bbox="428 940 554 987"> <p><b>Grades:</b></p> </td> <td data-bbox="554 940 1887 987"> <p>All</p> </td> </tr> <tr> <td data-bbox="428 987 821 987"> <p><b>Applicable Pupil Subgroups:</b></p> </td> <td data-bbox="821 987 1887 987"> <p>All</p> </td> </tr> </table>	<p><b>Schools:</b></p>	<p>Eureka Community, Eel River Community, Von Humboldt New Horizons, Southern Humboldt Community</p>	<p><b>Grades:</b></p>	<p>All</p>	<p><b>Applicable Pupil Subgroups:</b></p>	<p>All</p>
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<p><b>Grades:</b></p>	<p>All</p>						
<p><b>Applicable Pupil Subgroups:</b></p>	<p>All</p>						
<p><b>LCAP Year 1</b></p>							
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metrics</p> <ol style="list-style-type: none"> <li>1) Pre/Post Test TABE score in ELA and Math</li> <li>2) Number of Kuder Navigator portfolios completed</li> <li>3) Number of high school graduates who are employed and number who go on to higher education or advanced training</li> <li>4) Number of 8th graders on track to graduate</li> <li>5) Williams as reported on SARC Metric</li> <li>6) Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits</li> </ol>						

- 7) Rate of teacher miss-assignment as reported on SARC
- 8) Log of parental involvement through Family Night participation and survey completion
- 9) Students surveys will measure their connectedness and how successful they feel after students are enrolled in CCS.
- 10) Number of high school dropouts.
- 11) Number of students meeting standards or exceeding standards on CAASPP.
- 12) Number of students opting to take EAP and percent receiving an EXEMPT designation (Ready for College) in Math and ELA
- 13) FIT tool

#### Outcomes

- 1) The percent of students showing improvement in Pre-Post test scores in TABE ELA and MATH will increase from prior year (See Annual Update for percents in 2015-16)
- 2) 100% of 12th grade graduates will complete a Kuder Navigator portfolio
- 3) At least 80% of students will obtain employment or go on to advanced training and/or higher education after graduation.
- 4) At least 90% of 8th graders will be on track to graduate
- 5) 100% of students have access to standards-aligned instructional materials
- 6) 10% more students will earn 15 credits each quarter, as compared to prior year percentages (See Annual Update for 2015-16 baseline)
- 7) 100% of teachers will be appropriately assigned annually
- 8) 5% more family members will participate in family nights (compared to 280 in prior year)
- 9) 80% of students will feel more successful in CCS after enrolling for 1 academic quarter.
- 10) A target for the percent decrease in the high school dropout rate will be set after reviewing 2015-16 year end data. The rate in 2015 was 12%
- 11) 3% more students will Meet or Exceed standards as measured on CAASPP in both ELA (4% in 2015) and Math (2% in 2015)
- 12) The number of students opting to take EAP will increase from 0 in 2015-16. Percent scoring EXEMPT (Ready for

College) in Math and ELA will increase in 2016-17.

13) All facilities will be inspected by the FIT tool annually and be in "good" condition.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Character Based Literacy, Professional Development CBL Training for staff	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3 Funded By: Lottery
All Teachers will be Highly Qualified. Professional Learning Communities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional development \$14,279,00 Goals 1, 2, 3, 5 Funded By: Title 1A

<p>The Kuder Navigator (KN) utilizes social media to connect to prior CCS graduates to track enrollment in college and job acquisition. CCS staff will investigate the potential to engage with the Job Market to provide presentations for CCS youth. College of the Redwoods Equal Opportunity Program staff will be invited to attend and provide presentations at scheduled Family Nights. The Independent Living Skills (ILS) program staff will also be offered use of CCS sites for workshops</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>INS FEE \$11,251.92 Goals 1, 2 ,3, 5 Funded by: HL FY LCFF Title 2A REAP  HL =\$245  FY=\$922  LCFF=\$8060  REAP=\$135  SE=\$954  Title 1A=\$376  Title 1D=\$753</p>
<p>Work Experience will be provided to 3 students annually.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Paid work experience \$3,636.00 Goals 1, 2, 3, 5 Funded By: LCFF</p>

<p>Special Education Students- Convene transition IEP meetings. Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth. Deliver instruction using a Co-Teaching model with Resource and General Education Teachers. Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law. Request all appropriate student information such as 504 plans, IEPs, credit checks, and attendance records are available at the initial referral screening.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Resource Teachers \$193,348.00 Goals 1, 2, 3, 5 Funded by: SPED</p>
<p><b><u>English Language Learners</u></b></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. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p> <p><b><u>Foster Youth</u></b></p> <p>Foster Youth CCS The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally 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. FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities. 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. 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. FY CCS and assistant wil provide case management and support services.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>English Language Learners- Professional Development \$ 100.00 Goals 1, 2, 3, Funded by: Title 1A</p> <p>.10FTE CELDT Teacher \$13,278.00 Goals 1, 2, 3, Funded by: LCFF S/C</p> <p>Translators \$150.00 Goals 1,2,3Funded by LCFF</p> <p>Teachers ( INCLUDED ABOVE) Goal 1, 2, 3 Funded by: LCFF Title IIA</p> <p>Instructional Aides (Included Above) Goal 1,</p>



**Redesignated Fluent English Proficient Pupils**

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. Teacher will review CELDT scores and ELL files to ensure CCS youth are reclassified appropriately.

**Native American Youth**

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.

2, 3, Funded by: Title 1A=\$44,960 Title 1D=\$106,251 LCFF S/S=\$172,991

Foster Youth  
Foster Youth Coordinator (Included Above) Goals 1, 2, 3 Funded by: FY Grant

Bus Tickets \$12,292.00  
Goals 3 Funded by: LCFF=\$4,945 FY=\$56 HL=\$398

Motor Pool \$20,769.00  
Goals 1, 2, 3 Funded by: LCFF=\$4945, TITLE IA=\$9890 HL=\$989, FY=\$4945

LCFF/SC Professional Development (Included Above) Goals 1, 2, 3 Funded by: Title 1A

<p>Implement online curriculum for classroom and independent study programs to allow students more access to their specific required courses.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$13,000 Goals 1,2,3 Funded by: Restricted Lottery</p>
<p>Four AmeriCorp Members will be added to the CCS programs to support students with academic mentoring, career planning, communication, daily living, homelife, housing and financial literacy, self-care, social relationships, work and study, and work life. AmeriCorp members provide life skill activities to youth to prepare them for their transition towards a successful adulthood.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 Goals 1,2,3 funded by Program Improvement Grant</p>
<p>Trauma informed education practices are designed to increase Court and Community School students' ability to succeed in school. We are focusing on training staff on the impact of trauma and toxic stress on learning. This consists of monthly workshops for all staff in which trauma and its impact are studied from the perspective of neuroscience, psychology, and social sciences and how those concepts lend themselves to creating an environment that increases student success. Also, a steering committee will be developing a plan for integrating trauma-sensitive routines and individual supports for staff and students. The steering committee is made up of representatives of each school site and each discipline. During this first year, there will be an exploration of other schools that have successfully implemented trauma-informed practices across the state, and practices from those schools will be assessed by the steering committee for fit at CCS.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$154,135 Goals 1,2,3 funded from LCFF S/C and McLean Foundation  LCFF= \$129,575  McLean Foundation= \$24,560</p>
<ul style="list-style-type: none"> <li>Monitor Truancy plan impact on youth on reduction of truancy and chronic absenteeism rates. Truancy</li> </ul>	<p>All</p>	<p>X All -----</p>	<p>One Student</p>

plan includes: Incentives for positive attendance & Weekly lunch incentive & Monthly prize bucket incentive- \$5.00 item & Quarterly prize bucket incentive1 \$10.00 item & Semester iPod for perfect attendance, or gift certificate to local retail stores & Annual iPad for perfect attendance or gift certificate to local retail stores, Monthly field trips for perfect attendance\* CommUNITY sweatshirts quarterly incentive & Provide bus tickets to remove transportation barriers

Grades: All

\_ Foster Youth \_ American Indian or Alaska Native \_ Hispanic or Latino \_ Two or More Races \_ Low Income Pupils \_ Redesignated fluent English proficient \_ Asian \_ Native Hawaiian or Pacific Islander \_ English Learners \_ Black or African American \_ Filipino \_ White \_ Students with Disabilities \_ Homeless \_ Other

Assistance Counselor \$84,567.00 Goals 1,2,3 Funded By: LCFF/SC=\$36,609 TUPE=\$14,483, REAP=\$29,357

Senior Office Clerk \$52,108 Goals 1, 2, 3 Funded By: General Fund

Registrar \$62,928 Goals 1, 2, 3 Funded By: General Fund

Truancy Incentive Program items/reward/bu s tickets \$33,886.00 Goals 1, 2, 3 Funded By: LCFF S/C=\$19,939 FY=\$167 HL=\$1,488

Motor Pool Goals \$20,769 1, 2, 3 Funded By: Title 1A=\$9890 Homeless Grant=\$989 FY

			Grant=\$4945 LCFF=\$4945  CCS Program Manager Goals 1, 2, 3, ( See above)
Provide breakfast program (Contract for meals)	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Breakfast meals \$15,400 LCFF
Provide After School enrichment activities to include Coast League Basketball, surfing, running club. * League fees * Rental space for practice * Instructor time * Uniforms	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	After School enrichment \$3,602 Goals 1,2,3,. Funded by: LCFF S/C

<p>Family Nights will be held 3-4 times annually at regional sites to serve Eureka, Fortuna and Southern Humboldt where food will be offered. Families will be invited to connect and talk about projects occurring at school, upcoming events, meet staff to develop ongoing relationships to enhance student and family engagement. Other input to be gathered at Family Nights include:</p> <p>Progress on LCAP goals</p> <p>Possible new areas of focus for LCAP for the upcoming year</p> <p>Surveys will be distributed asking for parent input on how to best meet the 8 state priority areas and the needs of LCAP identified student groups. Responses will be collected and summarized by the LCAP leadership team and shared at the next Family Night.</p> <p>Surveys will be available for parents on website for those unable to attend meetings in person.</p> <p>Families will be informed of opportunities to provide input at student intake meetings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Family Night \$904.00 Goals 1,2,3,5 Funded by: LCFF S/C</p>
<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"> <li>Contract for use of facility and training</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Blue OX Contract <b>\$10,860.00</b> <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>LCFF S/C</b></p>

<p>Probation Officer to provide supervision support of probation youth.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Probation Officer <b>\$86,675.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF S/C</b></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"> <li>• Teacher .8FTE</li> <li>• Senior In Clerk .6 FTE</li> <li>• Rental of facility</li> <li>• Motor pool</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Satellite Site in Southern Humboldt <b>\$181,143.70</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF S/C</b></p>
<p>Provide program oversight for Administration and Teachers.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$64,971. Funded by General fund</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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Administrator to oversee program implementation <b>\$193,772.00</b> <b>Goals 1, 2, 3</b> <b>Funded By: LCFF</b></p>
<p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Services Coordinator <b>\$87,448.00</b> <b>Goals 1, 2, 3</b> <b>Funded By: FY Grant</b>  Student Services Technician <b>\$62,241.00</b> <b>Goals 1, 2, 3</b> <b>LCFF S/C</b>  Administrator <b>\$193,772.55</b> <b>Goals 1, 2, 3, 4A, 4B,5</b></p>

<p><b><u>Special Education Students-</u></b></p> <p>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>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Resource Teachers <b>(2.0 FTE) See above Goals 1, 2, 3 RSP &amp; LCFF</b></p> <p><b>Funded by:</b>  <b>RSP=\$193,348</b>  <b>LCFF=\$43,866</b></p>
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<p><b><u>English Language Learners:</u></b></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>Use SDAIE strategies for English Language Learners.</p> <p><b><u>Foster youth CCS:</u></b></p> <p>The FY Coordinator and Assistant will provide case management support services.</p> <p><b><u>Re-designated Fluent English proficient pupils:</u></b></p> <p>Teacher will review CELDT scores and ELL Files to ensure eligible CCS youth are reclassified appropriately.</p> <p><b><u>Native American Youth</u></b></p> <p>Research Title XII criteria for LEA eligibility to determine if HCOE would qualify for additional funding to support Native American students.</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.</p> <p>Connected with JOM tutoring program in Eureka to provide access for Native American Youth to access tutoring.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CELDT Teacher (.10FTE) <b>See above</b></p> <p>Translators See above <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF</b></p>
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<p>Credit incentive plan Implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Teachers (see above)</b> <b>Registrar (see above)</b> <b>Instructional Aides (see above)</b> <b>Goals 1, 2, 3</b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Court School Extended Year <b>\$50,030 Goals 1, 2, 3 Funded By: Title 1A,= \$50,030</b> <b>Community School Summer School \$28,071.00 LCFF S/C</b> <b>Teachers (Included Above)</b> <b>Aides (Included above)</b></p>

<p>Investigate California Youth Connected for potential tutoring services</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0. There is no budget item connected.</p>
<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.</p> <p>Provide Independent Study Programs – see goal 1 for narrative and budget</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>21st Century Learning Technician <b>\$60,775.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF S/C</b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teachers (see above) <b>Goals 1, 2, 3</b> <b>Funded by:</b> <b>LCFF</b></p>

<p><b><u>English Language Learners-</u></b></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>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Professional Development</p> <p><b>\$14,279.00</b></p> <p><b>Goals 1, 2, 3</b></p> <p><b>Funded By: Title 1A</b></p> <p>CELDT Teacher. (.10 FTE) included above Goals 1,2,3</p> <p>Translators <b>(Included above) Goals 1, 2, 3 Funded By: LCFF</b></p>
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<p><b><u>FOSTER YOUTH CCS</u></b></p> <p>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. <b><u>RFEP</u></b> Provide Interpreters for parents/guardians while attending all meetings. <b><u>Native American Youth</u></b> 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>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Foster Youth Student Services Coordinator (Included Above) Goals 1,2,3 Funded by: FY &amp; McKinney Vento</p> <p>Student Services Technician (Included Above) Goals 1,2,3 Funded by: LCFF S/C</p> <p>Motor Pool ( Included above) Funded by: FY grant. Goal 1,2,3</p> <p>Foster focus Data Management System \$1,230.27 annually. goals 2,3 Funded by LCFF RFEP</p> <p>See above under ELL for additional costs Goals 1,2,3</p>
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<p>Develop a CTE program for CCS youth focused on the green trade of Hydroponics.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>HCOE funded.</p>
<p>Implement new PBIS system district-wide.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.2 FTE School Psychologist to train staff and implement PBIS at all sites \$20,675.00 Funded By SPED Goals 1,2,3</p>
<p>A skill building program for parents designed to intervene in adolescent destructive behavior : substances, truancy, gang affiliation, defiance.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000.00 Funded by LCFF / SC</p>
<p>Annually, all sites will be inspected utilizing the FIT tool. Necessary upgrades will be addressed in a timely manner.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance and Operations \$128,000 LCFF</p>

LCAP Year 2

**Expected Annual Measurable Outcomes:**

Metrics

- 1) Pre/Post Test TABE score in ELA and Math
- 2) Number of Kuder Navigator portfolios completed
- 3) Number of high school graduates who are employed and number who go on to higher education or advanced training
- 4) Number of 8th graders on track to graduate
- 5) Williams as reported on SARC Metric
- 6) Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits
- 7) Rate of teacher miss-assignment as reported on SARC
- 8) Log of parental involvement through Family Night participation and survey completion
- 9) Students surveys will measure their connectedness and how successful they feel after students are enrolled in CCS.
- 10) Number of high school dropouts.
- 11) Number of students meeting standards or exceeding standards on CAASPP.
- 12) Number of students opting to take EAP and percent receiving an EXEMPT designation (Ready for College) in Math and ELA
- 13) FIT tool

Outcomes

- 1) The percent of students showing improvement in Pre-Post test scores in TABE ELA and MATH will increase from prior year
- 2) 100% of 12th grade graduates will complete a Kuder Navigator portfolio
- 3) At least 80% of students will obtain employment or go on to advanced training and/or higher education after graduation.
- 4) At least 90% of 8th graders will be on track to graduate
- 5) 100% of students have access to standards-aligned instructional materials
- 6) 10% more students will earn 15 credits each quarter, as compared to prior year percentages (See Annual Update for

	baseline) 7) 100% of teachers will be appropriately assigned annually 8) 5% more family members will participate in family nights (compared to prior year) 9) 80% of students will feel more successful in CCS after enrolling for 1 academic quarter. 10) The high school dropout rate will decrease by the rate established in 2016-17 11) 3% more students will Meet or Exceed standards as measured on CAASPP in both ELA and Math over prior year. 12) The number of students opting to take EAP will increase from 2016-17. Percent scoring EXEMPT (Ready for College) in Math and ELA will increase from 2016-17. 13) All facilities will be inspected by the FIT tool annually and be in "good" condition.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Character Based Literacy, Professional Development for staff	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3 Funded By: Lottery
All Teachers will be Highly Qualified. Professional Learning Communities	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Professional development \$14,279.00 Goals 1, 2, 3, 5 Funded By: Title 1A



<p>Kuder Navigator Utilize social media to connect to prior CCS graduates to report progress made on the measures of enrollment in college and job acquisition. Investigate the potential opportunity to engage with the Job Market to provide presentations to all CCS youth Invite College of the Redwoods Equal Opportunity Program staff to attend and provide presentations at scheduled Family Nights . Invite Independent Living Skills (ILS) to utilize CCS sites to provide workshops</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>INS FEE \$49,518.00 Goals 1, 2 ,3, 5 Funded by: HL=\$257 FY=\$858 LCFF=\$48,315 REAP=\$85</p>
<p>Work Experience Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention. Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester. Pursue the development of peer tutors in the classroom programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Paid work experience \$3,636.00 Goals 1, 2, 3, 5 Funded By: LCFF</p>
<p>Special Education Students- Convene transition IEP meetings. Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth. Deliver instruction using a Co-Teaching model with Resource and General Education Teachers. Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law. Request all appropriate student information such as 504 plans, IEPs, credit checks, and attendance records are available at the initial referral screening.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Resource Teachers \$195,499.00 Goals 1, 2, 3, 5 Funded by: SPED=\$104,747 LCFF=\$90,702</p>
<p><b>English Language Learners</b>  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. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p>	<p>English Language Learners- Professional Development (\$100.00) Funded by: Title 1A</p>

**Foster Youth**

Foster Youth CCS The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally 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. FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities. 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. 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. FY CCS and assistant wil provide case management and support services.

**Redesignated Fluent English Proficient Pupils**

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. Teacher will review CELDT scores and ELL files to ensure CCS youth are reclassified appropriately.

**Native American Youth**

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.

**Other**

.10FTE CELDT Teacher \$13,39  
1.00 Goals 1, 2, 3 Funded by: LCFF S/C

Teachers See Above Goal 1, 2, 3 Funded by: LCFF Title 2A

Instructional Aides \$327,196.00  
Goal 1, 2, 3, Funded by: Title 1A=\$45,419  
Title 1D=\$106,736  
LCFF=\$175,041

Foster Youth Coordinator \$89,405.00  
Goals 1, 2, 3 Funded by: FY Grant

Bus Tickets \$12,292  
.00 Funded by: LCFF

Motor Pool \$5,085.00  
Goals 1, 2,3 Funded by: LCFF

Foster Focus Program \$1,612.00  
Goals 2 Funded by: FY

			<p>RFEP          Interpreters \$43          0.00 Goal 1,2,3          Funded by:          LCFF/SC</p> <p>Professional          Development \$          14,279.00          Goals 1, 2, 3          Funded by: Title          1A</p>
<p>Implement online curriculum for classroom and independent study programs for all students to have better access to specific required courses.</p>	<p>All          Grades: All</p>	<p>X All          -----          _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless          _ Other</p>	<p>\$13,000 Goals          1,2,3 Funded          By: Restricted          Lottery</p>
<p>Four AmeriCorp Members will be added to the CCS programs to support students with academic mentoring, career planning, communication, daily living, homelife, housing and financial literacy, self-care, social relationships, work and study, and work life. AmeriCorp members provide life skill activities to youth to prepare them for their transition towards a successful adulthood.</p>	<p>All          Grades: All</p>	<p>X All          -----          _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless          _ Other</p>	<p>\$40,000 Goals          1,2,3 funded by          Program          Improvement          Grant</p>

<p>Trauma informed education practices are designed to increase Court and Community School students' ability to succeed in school. We are focusing on training staff on the impact of trauma and toxic stress on learning. This consists of monthly workshops for all staff in which trauma and its impact are studied from the perspective of neuroscience, psychology, and social sciences and how those concepts lend themselves to creating an environment that increases student success. Also, a steering committee will be developing a plan for integrating trauma-sensitive routines and individual supports for staff and students. The steering committee is made up of representatives of each school site and each discipline. During this first year, there will be an exploration of other schools that have successfully implemented trauma-informed practices across the state, and practices from those schools will be assessed by the steering committee for fit at CCS.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$155,003 Goals 1,2,3 funded from LCFF S/C=\$130,443 and McLean Foundation=\$24,560</p>
<p>Implement Truancy plan to work with youth on reduction of truancy. Truancy plan includes:</p> <p><b><u>Incentives for positive attendance</u></b></p> <ul style="list-style-type: none"> <li>• Weekly lunch incentive</li> <li>• Monthly prize bucket incentive- \$5.00 item and drawing for computer for home usage</li> <li>• Quarterly prize bucket incentive1 \$10.00 item</li> <li>• Semester iPod for perfect attendance</li> <li>• Annual iPad for perfect attendance</li> <li>• Provide bus tickets to remove transportation barriers</li> </ul>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Assistance Counselors \$85,985.00 <b>Goals 1,2,3</b> <b>Funded By:</b> <b>LCFF/SC= \$39,983 TUPE- \$15,477, REAP=\$30,525</b></p> <p>Senior Office Clerk <b>\$53,362.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>General Fund</b></p> <p>Registrar <b>\$64,184.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b></p>

			<p><b>General Fund</b></p> <p>Truancy Incentive Program items/reward/buses tickets  <b>\$33,886.00</b>  <b>Goals 1, 2, 3</b>  <b>Funded By:</b>  <b>LCFF S/C</b></p> <p>Motor Pool  <b>21,807.00</b>  <b>Goals 1, 2, 3</b>  <b>Funded By:</b>  <b>Title 1A=</b>  <b>\$10,385,</b>  <b>Homeless Grant=\$1038,</b>  <b>FY Grant</b>  <b>\$5192, LCFF=</b>  <b>\$5192</b></p>
<p>Provide Breakfast program (contract for meals)</p>	<p>All  Grades: All</p>	<p><input type="checkbox"/> All  -----  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Breakfast meals <b>\$15,400</b>  <b>LCFF</b></p>

<p>Implement After School enrichment activities to include Coast League Basketball, surfing, running club.</p> <ul style="list-style-type: none"> <li>• League fees</li> <li>• Rental space for practice</li> <li>• Instructor time</li> <li>• Uniforms</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>After School enrichment <b>3,602 Goals 1, 2, 3, 5</b>  <b>Funded By: LCFF S/C</b></p>
<p>Family Nights will be held 3-4 times annually at regional sites to serve Eureka, Fortuna and Southern Humboldt where food will be offered. Families will be invited to connect and talk about projects occurring at school, upcoming events, meet staff to develop ongoing relationships to enhance student and family engagement. Other input to be gathered at Family Nights include:</p> <p>Progress on LCAP goals</p> <p>Possible new areas of focus for LCAP for the upcoming year</p> <p>Surveys will be distributed asking for parent input on how to best meet the 8 state priority areas and the needs of LCAP identified student groups. Responses will be collected and summarized by the LCAP leadership team and shared at the next Family Night.</p> <p>Surveys will be available for parents on website for those unable to attend meetings in person.</p> <p>Families will be informed of opportunities for input at student intake meetings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Family Night \$904.00 <b>Goals 1, 2, 3</b> <b>Funded By: LCFF S/C</b></p>

<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"> <li>Contract for use of facility and training</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Blue OX Contract <b>\$10,860.00</b> <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>LCFF S/C</b></p>
<p>Probation Officer to provide supervision support of probation youth.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Probation Officer <b>\$94,797.71</b> <b>Goals 1, 2, 3, 5</b>  <b>Funded By:</b> <b>LCFF S/C</b></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"> <li>Teacher .8 FTE</li> <li>Senior In Clerk .6 FTE</li> <li>Rental of facility</li> <li>Motor pool</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Satellite Site in Southern Humboldt <b>\$184,347.70</b> <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>LCFF S/C</b></p>

<p>Provide program oversight for Administrators and Teachers.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Program Secretary:</b> <b>\$66,294</b> Goals 1, 2, 3, <b>Funded By:</b> <b>general fund</b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Administrator <b>\$195,574</b> Goals 1, 2, 3 <b>Funded By:</b> <b>LCFF</b></p>



<p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Services Coordinator <b>\$81,541.74</b> <b>Goals 1, 2, 3, 4A, 4B, 5</b>  <b>Funded By:</b> <b>FY Grant</b></p> <p>Student Services Technician <b>\$59,328.02</b> <b>Goals 1, 2, 3, 4A, 4B, 5</b> <b>LCFF S/C</b></p> <p>Administrator <b>\$188,693.55</b> <b>Goals 1, 2, 3, 4A, 4B,5</b>  <b>Funded By:</b> <b>LCFF</b></p>
<p><b><u>Special Education Students-</u></b>  Schedule additional IEP meetings as necessary to address Student attendance. <i>Develop Behavior plans to provide additional incentives for IEP youth to attend.</i></p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Resource Specialist (2.0FTE) <b>\$195,449.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>RSP=\$104,747</b> <b>LCFF=\$90,702</b></p>

<p><b><u>English Language Learners:</u></b></p> <p>Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed. Use SDAIE strategies for English Language Learners.</p> <p><b><u>Foster youth CCS:</u></b></p> <p>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><b><u>Re-designated Fluent English proficient pupils:</u></b></p> <p>Review CELDT scores and ELL Files to ensure appropriate CCS youth are reclassified appropriately.</p> <p><b><u>Native American Youth</u></b></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. Develop systems and strategies for Native American youth to participate in Yurok tutoring.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CELDT Teacher (.10FTE) See above Goals 1,2,3</p> <p>Translators See above <b>Goals 1, 2, 3 Funded By: LCFF</b></p>
<p>Credit incentive plan</p> <p>Implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter.</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Teachers (see above)</b></p> <p><b>Registrar (see above)</b></p> <p><b>Instructional Aides (see above)</b></p> <p><b>Goals 1, 2, 3</b></p>

<p>Quarterly review of credits earned.</p> <p>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>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Court School Extended Year <b>\$39,880.14</b> <b>Goals 1, 2,</b> <b>3</b><b>Funded By:</b> <b>LCFF, Title 1A,</b> <b>RS-3010, RS-</b> <b>0080</b></p> <p><b>Community School Summer School</b> <b>\$28,633.00</b> <b>LCFF S/C</b></p> <p><b>Teachers (included above)</b></p> <p><b>Aides (included above)</b></p>
<p>Investigate California Youth Connected for potential tutoring services.</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0 There is no budget item for this action.</p>

<p>Provide all students the opportunity to utilize new technology and learn 21st century learning skills</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>21st Century Learning Technician <b>\$61,973.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF S/C</b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teachers (see above) <b>Goals 1, 2, 3</b> <b>Funded by:</b> <b>LCFF</b></p>
<p><b><u>Special Education Students-</u></b> IEP meetings to address academic concerns.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Resource Teachers (2.0 FTE) See above <b>Goals 1, 2, 3</b> <b>Funded by:</b> <b>RSP=\$193,348</b> <b>LCF=\$43,866</b></p>

<p><b><u>English Language Learners-</u></b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b><u>English Language Learners</u></b></p> <p>Professional Development <b>\$14,279.00</b> <b>Goals 1,2,3</b> <b>Funded By: TITLE 1A</b></p> <p>CELDT Teacher. (.10 FTE) included above</p> <p>Translators <b>(Included above) Goals 1, 2, 3</b> <b>Funded By: LCFF</b></p>
<p><b><u>FOSTER YOUTH CCS</u></b></p> <p>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><b><u>RFEP</u></b></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><b><u>Native American Youth</u></b></p> <p>Work collaboratively with tribal case management support</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b><u>Foster Youth</u></b></p> <p>Student Services Coordinator (Included Above) <b>Goals 1, 2, 3</b></p> <p><b>Funded By: FY &amp; McKinney Vento</b></p> <p>Student Services Technician (Included Above) <b>Goals 1, 2, 3</b></p>

<p>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><b>Funded By:</b> <b>LCFF S/C</b></p> <p>Motor Pool See above <b>Funded by: FY grant, Goal 1, 2, 3</b></p> <p>Foster Focus Data Management System <b>\$1,100.00 annually Goals 2, 3</b></p> <p><b>Funded by:</b> <b>LCFF</b></p> <p><b><u>RFEP</u></b></p> <p>See above under ELL for additional costs. Goals 1,2,3</p>
<p>Continue to strenghten and provide a CTE program for CCS youth focused on the green trade of hydroponics.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>HCOE funded.</p>

<p>Implement new PBIS system district-wide.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.2 FTE School Psychologist to train staff and implement PBIS at all sites \$20,675.00 Funded by SPED Goals 1,2,3</p>
<p>A skill building program for parents designed to intervene in adolescent destructive behavior : substances, truancy, gang affiliation, defiance.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000.00 Funded by LCFF / SC</p>
<p>Facilities will be inspected annually</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance and Operations \$128,000 LCFF</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metrics</p> <ol style="list-style-type: none"> <li>1) Pre/Post Test TABE score in ELA and Math</li> <li>2) Number of Kuder Navigator portfolios completed</li> <li>3) Number of high school graduates who are employed and number who go on to higher education or advanced training</li> <li>4) Number of 8th graders on track to graduate</li> </ol>
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- 5) Williams as reported on SARC Metric
- 6) Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits
- 7) Rate of teacher miss-assignment as reported on SARC
- 8) Log of parental involvement through Family Night participation and survey completion
- 9) Students surveys will measure their connectedness and how successful they feel after students are enrolled in CCS.
- 10) Number of high school dropouts.
- 11) Number of students meeting standards or exceeding standards on CAASPP.
- 12) Number of students opting to take EAP and percent receiving an EXEMPT designation (Ready for College) in Math and ELA
- 13) FIT Tool

#### Outcomes

- 1) The percent of students showing improvement in Pre-Post test scores in TABE ELA and MATH will increase from prior year
- 2) 100% of 12th grade graduates will complete a Kuder Navigator portfolio
- 3) At least 80% of students will obtain employment or go on to advanced training and/or higher education after graduation.
- 4) At least 90% of 8th graders will be on track to graduate
- 5) 100% of students have access to standards-aligned instructional materials
- 6) 10% more students will earn 15 credits each quarter, as compared to prior year percentages (See Annual Update for baseline)
- 7) 100% of teachers will be appropriately assigned annually
- 8) 5% more family members will participate in family nights (compared to prior year)
- 9) 80% of students will feel more successful in CCS after enrolling for 1 academic quarter.
- 10) The high school dropout rate will decrease by the rate established in 2016-17
- 11) 3% more students will Meet or Exceed standards as measured on CAASPP in both ELA and Math over prior year.



	<p>12) The number of students opting to take EAP will increase from 2017-18. Percent scoring EXEMPT (Ready for College) in Math and ELA will increase from 2017-18</p> <p>13) All facilities will be inspected by the FIT tool annually and be in "good" condition.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Character Based Literacy, Professional Development for staff</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3 Funded By: Lottery</p>
<p>All teachers will be Highly Qualified. Professional Learning Communities.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Professional development \$14,279.00 goals 1,2,3,5. Funded by: Title 1A</p>
<p>Kuder Navigator Utilize social media to connect to prior CCS graduates to report progress made on the measures of enrollment in college and job acquisition. Investigate the potential opportunity to engage with the Job Market to provide presentations to all CCS youth. Invite College of the Redwoods Equal Opportunity Program staff to attend and provide presentations at scheduled Family Nights. Invite Independent Living Skills (ILS) to utilize CCS sites to provide workshops.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>INS FEE <b>\$50,383.00</b> Goals 1, 2, 3, 5.  Funded by: HL= \$262 FY= \$875 LCFF= \$49,195, , REAP=\$87</p>

<p>Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention. Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester. Pursue the development of peer tutors in the classroom programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Paid work experience <b>\$3,636.00</b> <b>Goals 1, 2, 3, 5.</b>  <b>Funded By: LCFF Grant</b></p>
<p>Convene transition IEP meetings.  Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth.  Deliver instruction using a Co-Teaching model with Resource and General Education Teachers.  Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law.  Request all appropriate student information such as 504 plans, IEPs, credit checks, and attendance records are available at the initial referral screening.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Resource Teachers <b>\$197,614.00</b> <b>Goals 1, 2, 3, 5.</b>  <b>Funded by: SPED</b></p>
<p><b><u>English Language Learners-</u></b>  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. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.  <b><u>Foster Youth CCS</u></b>  The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally. FY coordinator will arrange for presentations to be held at the HCOE CCS</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>English Language Learners- Professional Development \$ 100.00 Goals 1, 2, 3 Funded by: Title 1A.  .10FTE CELDT Teacher \$13,496.00 Goals 1, 2, 3 Funded by: LCFF S/C.</p>

school campuses that provide information pertaining to college enrollment and financial aid. FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities. 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. 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.

#### **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.

#### **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.

Teachers (See above) Goal 1, 2, 3 Funded by: LCFF,

Instructional Aides \$332,155 Goal 1, 2, 3 Funded by: Title 1A= \$45,915, Title 1D=109,045

LCFF, S/C= \$177,205

Foster Youth Coordinator \$90,952.00 Goals 1, 2, 3, Funded by: FY Grant.

Bus Tickets \$12,292 .00 Goals 3 Funded by: LCFF .

Motor Pool \$5,452.00 Goals 1, 2,3 Funded by: FY

Foster Focus Program \$1612.00 Goals 2. Funded by: FY

RFEP Interpreters \$43 0.00 Goal 1

			Funded by: LCFF/SC.  Professional Development \$ 142,079.00 Goals 1, 2, 3. Funded by: Title 1A
Implement online curriculum for classroom and independent study programs for all students to have better access to specific required courses.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$13,000 Funded by: Restricted Lottery Goals 1,2,3
Four AmeriCorp Members will be added to the CCS programs to support students with academic mentoring, career planning, communication, daily living, homelife, housing and financial literacy, self-care, social relationships, work and study, and work life. AmeriCorp members provide life skill activities to youth to prepare them for thier transition towards a successful adulthood.	All  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000 Goals 1,2,3 funded by Program Improvement Grant

<p>Trauma informed education practices are designed to increase Court and Community School students' ability to succeed in school. We are focusing on training staff on the impact of trauma and toxic stress on learning. This consists of monthly workshops for all staff in which trauma and its impact are studied from the perspective of neuroscience, psychology, and social sciences and how those concepts lend themselves to creating an environment that increases student success. Also, a steering committee will be developing a plan for integrating trauma-sensitive routines and individual supports for staff and students. The steering committee is made up of representatives of each school site and each discipline. During this first year, there will be an exploration of other schools that have successfully implemented trauma-informed practices across the state, and practices from those schools will be assessed by the steering committee for fit at CCS.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$156,262 Goals 1,2,3 funded from LCFF S/C = \$131,702 and McLean Foundation = \$24,560</p>
<p>Implement Truancy plan to work with youth on reduction of truancy. Truancy plan includes:</p> <p><b><u>Incentives for positive attendance</u></b></p> <ul style="list-style-type: none"> <li>• Weekly lunch incentive</li> <li>• Monthly prize bucket incentive- \$5.00 item and drawing for computer for home usage</li> <li>• Quarterly prize bucket incentive1 \$10.00 item</li> <li>• Semester iPod for perfect attendance</li> <li>• Annual iPad for perfect attendance</li> <li>• Provide bus tickets to remove transportation barriers</li> </ul>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Assistance Counselors <b>\$87,449.00</b> <b>Goals 1,2,3</b> <b>Funded By:</b> <b>LCFF/SC = \$40,664</b> <b>TUPE=\$15,741</b> <b>REAP=\$31,044</b></p> <p>Senior Office Clerk <b>\$54,121.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF General Fund</b></p> <p>Registrar <b>\$65,188.00</b> <b>Goals 1, 2, 3</b></p>

			<p><b>Funded By: LCFF</b></p> <p>Truancy Incentive Program items/reward/bu s tickets <b>\$33,886.00</b> <b>Goals 1, 2, 3</b> <b>Funded By: LCFF S/C</b></p> <p>Motor Pool \$22,898.0 0 <b>Goals 1, 2, 3</b> <b>Funded By: Title 1A= \$10,904, Homeless Grant=\$1090, FY Grant= \$5452, LCFF= \$5,452</b></p>
<p>Provide Breakfast program (contract for meals)</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Breakfast meals \$15,400 LCFF</p>

<p>Implement After School enrichment activities to include Coast League Basketball, surfing, running club.</p> <ul style="list-style-type: none"> <li>• League fees</li> <li>• Rental space for practice</li> <li>• Instructor time</li> <li>• Uniforms</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>After School enrichment <b>\$3,602 Goals 1, 2, 3, 5</b>  <b>Funded By: LCFF S/C</b></p>
<p>Family Nights will be held 3-4 times annually at regional sites to serve Eureka, Fortuna and Southern Humboldt where food will be offered. Families will be invited to connect and talk about projects occurring at school, upcoming events, meet staff to develop ongoing relationships to enhance student and family engagement. Other input to be gathered at Family Nights include:</p> <p>Progress on LCAP goals</p> <p>Possible new areas of focus for LCAP for the upcoming year</p> <p>Surveys will be distributed asking for parent input on how to best meet the 8 state priority areas and the needs of LCAP identified student groups. Responses will be collected and summarized by the LCAP leadership team and shared at the next Family Night.</p> <p>Surveys will be available for parents on website for those unable to attend meetings in person.</p> <p>Families will be informed of opportunities for input at student intake meetings.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Family Night <b>\$904.00 Goals 1, 2, 3 Funded By: LCFF S/C</b></p>

<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"> <li>Contract for use of facility and training</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Blue OX Contract <b>\$10,860.00</b> <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>LCFF S/C</b></p>
<p>Probation Officer to provide supervision support to probation youth.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Probation Officer \$88,408 Goals 1,2,3 Funded by: LCFF S/C</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"> <li>Teacher .8 FTE</li> <li>Senior In Clerk .6 FTE</li> <li>Rental of facility</li> <li>Motor pool</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Satellite Site in Southern Humboldt <b>\$186,773.00</b> <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>LCFF S/C</b></p>
<p>Provide program oversight for Administrators and Teachers.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b>Program Secretary:</b> <b>\$67,322</b>  <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>General Fund</b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Administrator <b>\$197,239.00</b> <b>Goals 1, 2, 3</b>  <b>Funded By:</b> <b>LCFF</b></p>
<p>Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Student Services Coordinator <b>\$90,952.00</b> <b>Goals 1, 2, 3</b> <b>Funded By :</b> <b>FY Grant</b>  Administrator <b>\$188,693.55</b> <b>Goals 1, 2, 3, 4A, 4B,5</b>  Student Services Technician <b>\$64,456.00</b> <b>Goals 1, 2, 3</b> <b>LCFF S/C</b></p>

<p><b><u>Special Education Students-</u></b></p> <p>Schedule additional IEP meetings as necessary to address Student attendance. <i>Develop Behavior plans to provide additional incentives for IEP youth to attend.</i></p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Resource Specialist (2.0FTE) <b>\$197,614.00</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>RSP=</b> <b>\$104,747</b> <b>LCFF \$92,867</b></p>
<p><b><u>English Language Learners:</u></b></p> <p>Provide appropriate translators at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed. Use SDAIE strategies for English Language Learners.</p> <p><b><u>Foster youth CCS:</u></b></p> <p>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><b><u>Re-designated Fluent English proficient pupils:</u></b></p> <p>Review CELDT scores and ELL Files to ensure appropriate CCS youth are reclassified appropriately.</p> <p><b><u>Native American Youth</u></b></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. Develop systems and strategies for Native American youth to participate in Yurok tutoring.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>CELDT Teacher (.10FTE) <b>See above</b></p> <p>Translators <b>See above</b> <b>Goals 1, 2, 3</b> <b>Funded By:</b> <b>LCFF</b></p>

<p>Credit incentive plan</p> <p>Implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p><b>Teachers (see above)</b></p> <p><b>Registrar (see above)</b></p> <p><b>Instructional Aides (see above)</b></p> <p><b>Goals 1, 2, 3</b></p>
<p>Quarterly review of credits earned.</p> <p>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>All</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Court School Extended Year <b>\$39,880.14</b> <b>Goals 1, 2, 3, 4A, 4B, 5</b> <b>Funded By:</b> <b>LCFF=\$33,072,</b> <b>Title 1A \$6,808,</b> <b>RS-3010, RS-0080</b></p> <p><b>Community School Summer School \$29,205.00 LCFF S/C</b></p> <p><b>Teachers (Included above)</b></p> <p><b>Aides (included above)</b></p>

<p>Investigate California Youth Connected for potential tutoring services.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$0 There is no budget item for this action.</p>
<p>Provide all students the opportunity to utilize new technology and learn 21st century learning skills</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>21st Century Learning Technician <b>\$62,917.00</b> <b>Goals 1, 2, 3</b> <b>Funded By: LCFF S/C</b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Teachers (see above) <b>Goals 1, 2, 3</b> <b>Funded by: LCFF</b></p>
<p><b><u>Special Education Students-</u></b> IEP meetings to address academic concerns.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Resource Teachers (<b>2.0 FTE</b>) <b>See above Goals 1, 2, 3</b> <b>Funded by: RSP LCF</b></p>

<p><b><u>English Language Learners-</u></b></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>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b><u>English Language Learners</u></b></p> <p>Professional Development <b>\$14,279.00</b> <b>Goals 1, 2, 3</b> <b>Funded By: TITLE 1A</b></p> <p>CELDT Teacher. (.10 FTE) included above</p> <p>Translators <b>(Included above) Goals 1, 2, 3 Funded By: LCFF</b></p>
<p><b><u>FOSTER YOUTH CCS</u></b></p> <p>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><b><u>RFEP</u></b></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><b><u>Native American Youth</u></b></p> <p>Work collaboratively with tribal case management support</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p><b><u>Foster Youth</u></b></p> <p>Student Services Coordinator (Included Above) <b>Goals 1, 2, 3</b></p> <p><b>Funded By: FY &amp;McKinney Vento</b></p> <p>Student Services Technician (Included Above) <b>Goals 1, 2, 3</b></p>

<p>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><b>Funded By:</b> <b>LCFF S/C</b></p> <p>Motor Pool See above <b>Funded by: FY grant, Goal 1, 2, 3</b></p> <p>Foster Focus Data Management System <b>\$1,100.00 annually Goals 2, 3</b></p> <p><b>Funded by: LCFF</b></p> <p><b><u>RFEP</u></b></p> <p>See above under ELL for additional costs. Goals 1,2,3</p>
<p>Continue to strenghten and provide a CTE program for CCS youth focused on the green trade of hydroponics.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>HCOE funded.</p>

<p>Implement new PBIS system district-wide.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>.2 FTE School Psychologist to train staff and implement PBIS at all sites. \$20,851.00 Goals 1,2,3 Funded by SPED</p>
<p>A skill building program for parents designed to intervene in adolescent destructive behavior : substances, truancy, gang affiliation, defiance.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000.00 Funded by LCFF / SC</p>
<p>Facilities will be inspected annually and concerns will be addressed in a timely manner.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Maintenance and Operations \$128,000 LCFF</p>

<b>GOAL:</b>	<p>Goal 2 - Facilitate increased coordination and inter-agency collaboration of educational services in order to improve the academic achievement of Foster Youth countywide and develop the understanding of Humboldt County LEAs (charters and districts) on the laws and obligations under LCFF and AB490 and their capacity to support the education of FY in their schools.</p>	<p>Related State and/or Local Priorities:                  _1 _2 _3 _4 _5 _6 _7 _8 COE                  only: _9 X 10 Local: N/A</p>
<b>Identified Need:</b>	<p>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>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>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> All LEAs within Humboldt County</p> <p><b>Grades:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> Foster Youth</p>
<p><b>LCAP Year 1</b></p>		



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metrics</p> <ol style="list-style-type: none"> <li>1. Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records that provide monthly reports.</li> <li>2. Graduation rate tracking records from Foster Focus data and/or districts for 8th and 12th grade Foster Youth students.</li> <li>3. Number of districts, Foster Youth Liaisons and school staff participating in trainings.</li> <li>4. A log of materials distributed to Foster Youth regarding educational rights.</li> </ol> <p>Outcomes</p> <ol style="list-style-type: none"> <li>1. 30% of the LEAs will provide monthly information on attendance and discipline for each Foster Youth.</li> <li>2. 100% of the transcripts of identified foster youth will be monitored. Baseline graduation rates from middle school and high school for FY will be established in 2016-17. A plan to establish reasonable expectations for improvements will be set for 2017-18 and 2018-19.</li> <li>3. 30% of LEAs and 30% of Foster Youth Liaisons and 10% of school support staff will participate in trainings conducted by HCOE FYS Coordinator and staff</li> <li>4. 75% of identified Foster Youth will receive information regarding educational rights.</li> </ol>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>
<p>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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, Funder by: FY Grant</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. 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Technician (Cost included in Goal 1) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</p>
<p>Sign a contract with Sacramento COE to utilize Foster Focus Program 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Focus Data Management System Fee: \$1,612 Goal 3 Funded by: LCFF</p>
<p>Provide training to all LEA Districts on use of monthly attendance reports for FY</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training Materials \$500.00 Goal 3 Funded by: FY Grant</p>

<p>Investigate how large districts track and address FY in preschool and AB12 FY in college. (Staff time and data system) Investigate various training opportunities utilizing various methods of delivery. 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Coordinator (Included Above) Goal 3 Funder by: FY Grant  Student Services Technician (Included Above) Goal 3 Funded by: FY Grant  Foster Focus Data Management System Fee: (Included Above) Goal 3 Funded by: LCFF</p>
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<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. 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. 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). 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. 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. Foster Youth Coordinator will distribute educational rights information cards to Foster Youth bi-annually. Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days. Provide all LEAs within Humboldt County 4 trainings annually on AB490</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training Materials and supplies \$4,511.00 Goals 3 Funded by: FY Grant</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metric #3 1) Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records that provide monthly reports. 2) Graduation rate tracking records from Foster Focus data and/or districts for 8th and 12th grade Foster Youth students. 3) Number of districts, Foster Youth Liaisons and school staff participating in trainings. 4) A log of materials distributed to Foster Youth regarding educational rights. Outcome 1) 90% of the LEAs will provide monthly information on attendance and discipline for each Foster Youth. 2) 100% of the transcripts of identified foster youth will be monitored. 3) 90% of LEAs will participate 90% of Foster Youth Liaisons will participate 25% of school support staff will participate 4) 80% of identified Foster Youth will receive information regarding educational rights.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Coordinator (Cost included in Goal 1) Goals 1, 2, 3, Funder by: FY Grant</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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant</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 Sign a contract with Sacramento COE to utilize Foster Focus Program 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Focus Data Management System Fee: \$1,612 Goal 3 Funded by: LCFF</p>
<p>Provide training to all LEA Districts on use of monthly attendance reports for FY Provide training to all LEA Districts on use of monthly attendance reports for FY</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training Materials \$500.00 Goals 3 Funded by: FY Grant</p>

<p>Continue or adapt support for FY in preschool and AB12 FY in college. (Staff time and data system) Provide training opportunities utilizing various methods of delivery. 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Coordinator (Included Above) Goal 3 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goal 3 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: (Included Above) Goal 3 Funded by: LCFF</p>
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<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. 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. 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). 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. 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. Foster Youth Coordinator will distribute educational rights information cards to Foster Youth bi-annually. The HCOE FY Coordinator will investigate alternative methods for training delivery. Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days. Provide all LEAs within Humboldt County 4 trainings annually on AB490 Investigate alternative methods for training delivery.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training Materials and supplies \$4,511.00 Goals 3 Funded by: FY Grant</p>
<p><b>LCAP Year 3</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metric # 3 1) Foster Focus data and/or district attendance and discipline (suspensions and expulsions) records that provide monthly reports. 2) Graduation rate tracking records from Foster Focus data and/or districts for 8th and 12th grade Foster Youth students. 3) Number of districts, Foster Youth Liaisons and school staff participating in trainings. 4) A log of materials distributed to Foster Youth regarding educational rights. Outcome 1) 90% of the LEAs will provide monthly information on attendance and discipline for each Foster Youth. 2) 100% of the transcripts of identified foster youth will be monitored. 3) 90% of LEAs will participate 90% of Foster Youth Liaisons will participate 25% of school support staff will participate 4) 80% of identified Foster Youth will receive information regarding educational rights.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Coordinator (Cost included in Goal 1) Goals 1, 2, 3 Funder by: FY Grant</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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Technician (Included Above) Goals 1, 2, 3 Funded by: FY Grant</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 Sign a contract with Sacramento COE to utilize Foster Focus Program 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Foster Focus Data Management System Fee: \$1,612 Goal 3 Funded by: LCFF</p>
<p>Provide training to all LEA Districts on use of monthly attendance reports for FY Provide training to all LEA Districts on use of monthly attendance reports for FY</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training Materials \$500.00 Goal 3 Funded by: FY Grant</p>

<p>Continue or adapt support for FY in preschool and AB12 FY in college. (Staff time and data system) Provide training opportunities utilizing various methods of delivery. 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Student Services Coordinator (Included Above) Goal 3 Funder by: FY Grant</p> <p>Student Services Technician (Included Above) Goal 3 Funded by: FY Grant</p> <p>Foster Focus Data Management System Fee: (Included Above) Goal 3 Funded by: LCFF</p>
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<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. 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. 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). 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. 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. Foster Youth Coordinator will distribute educational rights information cards to Foster Youth bi-annually. The HCOE FY Coordinator will investigate alternative methods for training delivery. Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days. Provide all LEAs within Humboldt County 4 trainings annually on AB490 Investigate alternative methods for training delivery.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Training Materials and supplies \$4,511.00 Goals 3 Funded by: FY Grant</p>
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<b>GOAL:</b>	Goal 3 - 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. 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.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _10 Local: N/A	
<b>Identified Need:</b>	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.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Expelled youth enrolled in HCOE CCS		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	Other (Expelled Youth)		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	Metric 1) Log of meetings of families of expelled youth referred to HCOE C/CS 2) CALPADS records of transfers of expelled youth referred to HCOE C/CS Outcome 1) 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 2) The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2015-2016			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
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.		All Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)	Student assistance Counselor (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP

<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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Teachers (Included Above)  Senior Office Clerk (Included Above) Goals 1, 2, 3 Funded By: LCFF</p>
<p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Registrar (Included Above) Goals 1, 2, 3 Funded By: 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Teachers (Included Above) Goals 1, 2, 3 Funded by: LCFF Title 2A  Instructional Aides (Included Above) Goals 1, 2, 3, Funded by: Title 1A, Title 1D, LCFF S/C LCFF</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. Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Parent transportation to school site Mileage reimbursement \$500 Goal 3 Funded by: LCFF</p>
<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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Probation Officer (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C</p>
<p>Four AmeriCorp Members will be added to the CCS programs to support students with academic mentoring, career planning, communication, daily living, homelife, housing and financial literacy, self-care, social relationships, work and study, and work life. AmeriCorp members provide life skill activities to youth to prepare them for their transition towards a successful adulthood.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>AmeriCorp Member (Included Above) Funded by LCFF</p>

<p>A Program Manager will be employed to coordiante the following actions and services related to expelled youth:</p> <ul style="list-style-type: none"> <li>• Trauma informed education practices will be implemented to increase Court and Community School students' ability to succeed in school.</li> <li>• Training will be provided for staff on the impact of trauma and toxic stress on learning. Monthly workshops for all staff will be conducted and will focus on impact of trauma on students from the perspective of neuroscience, psychology, and social sciences and how awareness of those concepts can be applied to creating an environment that increases student success.</li> <li>• A steering committee of representatives of each school site and each discipline will develop a plan for integrating trauma-sensitive routines and individual supports for staff and students.</li> <li>• During Year 1, the Program Manager will collect research and examples from other schools across the state that have successfully implemented trauma-informed practices. Those practices will be analyzed by the steering committee for use at HCOE CCS.</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Program Manager (Included Above ) Goals 1,2,3 Funded by LCFF S/C</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metric 1) Log of meetings of families of expelled youth referred to HCOE C/CS 2) CALPADS records of transfers of expelled youth referred to HCOE C/CS Outcome 1) 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 2) The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2016-2017</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></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. 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Student assistance Counselor (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP</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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Teachers (Included Above)  Senior Office Clerk (Included Above) Goals 1, 2, 3 Funded By: LCFF</p>
<p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Registrar (Included Above) Goals 1, 2, 3 Funded By: 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Teachers (Included Above) Goals 1, 2, 3 Funded by: LCFF Title 2A  Instructional Aides (Included Above) Goals 1, 2, 3 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</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. Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Parent transportation to school site Mileage reimbursement \$500 Goal 3 Funded by: LCFF</p>
<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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Probation Officer (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C</p>

<p>Four AmeriCorp Members will be added to the CCS programs to support students with academic mentoring, career planning, communication, daily living, homelife, housing and financial literacy, self-care, social relationships, work and study, and work life. AmeriCorp members provide life skill activities to youth to prepare them for their transition towards a successful adulthood.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>AmeriCorp Members Goals (Included Above) 1,2,3</p>
<p>Trauma informed education practices are designed to increase Court and Community School students' ability to succeed in school. We are focusing on training staff on the impact of trauma and toxic stress on learning. This consists of monthly workshops for all staff in which trauma and its impact are studied from the perspective of neuroscience, psychology, and social sciences and how those concepts lend themselves to creating an environment that increases student success. Also, a steering committee will be developing a plan for integrating trauma-sensitive routines and individual supports for staff and students. The steering committee is made up of representatives of each school site and each discipline. During this first year, there will be an exploration of other schools that have successfully implemented trauma-informed practices across the state, and practices from those schools will be assessed by the steering committee for fit at CCS.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Program Manager (Included Above ) Goals 1,2,3 Funded by LCFF S/C</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metric 1) Log of meetings of families of expelled youth referred to HCOE C/CS 2) CALPADS records of transfers of expelled youth referred to HCOE C/CS Outcome 1) 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 2) The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2016-2017</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></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. 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>Student assistance Counselor (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP</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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Teachers (Included Above)  Senior Office Clerk (Included Above) Goals 1, 2, 3 Funded By: LCFF</p>
<p>Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Registrar (Included Above) Goals 1, 2, 3, 5 Funded By: 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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Teachers (Included Above) Goals 1, 2, 3 Funded by: LCFF Title 2A  Instructional Aides (Included Above) Goals 1, 2, 3 Funded by: Title 1A, Title 1D, LCFF S/C LCFF</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. Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Parent transportation to school site Mileage reimbursement \$500 Goal 3 Funded by: LCFF</p>
<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>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Probation Officer (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C</p>

<p>Four AmeriCorp Members will be added to the CCS programs to support students with academic mentoring, career planning, communication, daily living, homelife, housing and financial literacy, self-care, social relationships, work and study, and work life. AmeriCorp members provide life skill activities to youth to prepare them for their transition towards a successful adulthood.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>AmeriCorp Members (Included Above) Goals 1, 2, 3 Funded by LCFF</p>
<p>Trauma informed education practices are designed to increase Court and Community School students' ability to succeed in school. We are focusing on training staff on the impact of trauma and toxic stress on learning. This consists of monthly workshops for all staff in which trauma and its impact are studied from the perspective of neuroscience, psychology, and social sciences and how those concepts lend themselves to creating an environment that increases student success. Also, a steering committee will be developing a plan for integrating trauma-sensitive routines and individual supports for staff and students. The steering committee is made up of representatives of each school site and each discipline. During this first year, there will be an exploration of other schools that have successfully implemented trauma-informed practices across the state, and practices from those schools will be assessed by the steering committee for fit at CCS.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Program Manager (Included Above ) Goals 1,2,3 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 schoolsites 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?

<b>Original Goal from prior year LCAP:</b>	All students including Expelled Youth and Foster Youth will attend school in accordance with the Community School behavior contract, signed at initial enrollment.		Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: X 9 <input checked="" type="checkbox"/> 10 Local:
Goal Applies to:	Schools:	Eureka Community, Eel River Community, Von Humboldt, New Horizons, Southern Humboldt Community	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Metric 1) Monthly program attendance reports will be reviewed to identify attendance percentage for each program, classroom and ISP using Promis Student Information System. 2) Promis data will be used to track individual student attendance of long-term students (enrolled 90 or more days) to identify chronically absent students. 3) Facilities Inspection Tool 4) Student suspension rates will be documented in Promis SIS. Outcome HCOE classroom programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%. 1) HCOE ISP programs will increase attendance percentage as compared to the year prior (see Needs above) with the goal of meeting or exceeding 85%. 2) Chronic absenteeism rates will be reduced by 5% to: 54% at ERC, 42% at ERCS and 45% at Southern H CS. 3) 100% of facilities will be in good repair based on FIT review. 4) Suspension numbers will decrease as compared to baseline suspension data collected in 2014-15.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Actual outcomes for classroom attendance are as follows:</p> <ul style="list-style-type: none"> <li>• ERC #1 61%</li> <li>• ERC #2 63%</li> <li>• ERCS 78%</li> <li>• ERC ISP 32%</li> <li>• ERCS ISP 53%</li> <li>• Southern H 76%.</li> </ul> <p>Chronic absenteeism rate for long term enrolled students 2015-2016 (90 days or more) is:</p> <ul style="list-style-type: none"> <li>• 14% of court school youth were chronically absent representing 1/7 long term enrolled (90 days) youth</li> <li>• 81% of community school youth were chronically absent representing 91/112 long term (90 days) youth</li> <li>• 77% of CCS youth overall were chronically absent representing 92/119 long term (90 days) youth</li> </ul> <p>34% of all students enrolled in Community schools are considered habitually truant.</p> <p>100% of facilities were in good repair based on FIT review.</p> <p>Number of suspension to date for 2015-16 are as follows:</p> <ul style="list-style-type: none"> <li>• ERC= 8 suspensions; 8 students; 14 days</li> <li>• ERCS= 2 suspensions; 2 students; 2 days</li> <li>• JH= 14 suspensions; 14 students; 25 days</li> <li>• RF= 4 suspensions; 4 students; 7 days</li> <li>• SH= 0 suspensions</li> </ul>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
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	Two Student Assistance Counselors \$159,592.52 Goals 1,2,3 Funded By: LCFF/SC, TUPE , REAP	One Student Assistance Counselor provided information to all students, at all sites, weekly over the course of the school year. In addition, our SAC participated in a minimum of 15 home visits to address truancy issues. A second SAC was not provided as a staff member in this position previously left HCOE, and the decision was made to hire a LCFW instead to provide support to students and staff focused on trauma based practices.	One Student Assistance Counselor (1.0 FTE) \$80,458.61 Goals 1,2,3 Funded By: LCFF/SC, TUPE , REAP  LCFF/SC (45.5%) = \$36,609  REAP (35.5%) = \$29,367  TUPE (18%) = \$14,483	
<b>Scope of service:</b>	All Grades: All	<b>Scope of service:</b>	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>Implement Truancy plan to work with youth on reduction of truancy and chronic absenteeism which includes:                  Incentives for positive attendance • 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>	<p>Truancy Incentive Program items/reward/ bus tickets \$36,854.93                  Goals 1, 2, 3                  Funded By: LCFF S/C</p>	<p>During the 2015-2016 school year all components of the Truancy plan were implemented however some changes were made during the year as a result of student feedback via survey monkey and staff observation. It was observed that the weekly lunch incentive did not appear to motivate students that were not attending, to attend. The weekly lunch incentive did, however, reward already attending students to continue to attend. Students reported their preference to receive a financial incentive for lunch off campus in the form of a \$5 gift card to local establishments. As a result, the weekly lunch incentive has been modified to provide all eligible students with a \$5 gift card. At times, students will go as a group, with staff, to use their gift cards. 5 ipods were provided due to perfect attendance. Due to the same students being eligible for a home computer for perfect attendance, students voted to provide these computers to graduating seniors instead. The Quarterly prize for perfect attendance will be modified from a \$10 gift card to a CommUNITY sweatshirt. Students are very motivated to have one of these. Enrollment for the Community School program was significantly lower this school year due to a refined screening process, and a clarification of Ed Code for referring districts. the result is we are serving smaller numbers of high risk youth. Our truancy program appears to motivate many youth to attend, however multiple efforts to reach others who are not attending have not yet been effective. Implementation of a newly redesigned SARB board regionally should help truancy issues in the future. SST meetings seem to be very effective in modifying attendance for truant youth. Involving parents in the process has resulted positively for approximately 50% of youth that have had these meetings.</p>	<p>Truancy Incentive Program items/reward/ bus tickets \$20,620.03                  Goals 1, 2, 3                  Funded By: LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>	<p><b>Scope of service:</b></p>	<p>All                  Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Senior Office Clerk will assist registrar in management of daily student enrollment in PROMIS, CALPADS, P1, P2, Annual ADA reporting		Senior Office Clerk \$56,213.22 Goals 1, 2, 3, 5 Funded By: LCFF S/C \$60,706.37 Goals 1, 2, 3, 5 Funded By: LCFF S/C	The Senior Office clerk assisted the registrar and program secretary in management of daily student enrollment, CALPADS, P1, P2 and Annual ADA reporting.	Senior Office Clerk \$53,526.37 Goals 1, 2, 3, 5 Funded By: LCFF
<b>Scope of service:</b>	All Grades: All		Scope of service:	All  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Instructional Office Clerk will provide transcript feedback to students and parents, enter weekly hours and credits earned from all programs		Instructional Office Clerk \$55,949.28 Goals 1, 2, 3, 5 Funded By: LCFF S/C	Instructional Office Clerk provided transcript feedback to students and parents, entered weekly hours and credits earned from all programs and was available at student request for individual credit counseling, as needed.	Instructional Office Clerk \$50,443.02 Goals 1, 2, 3, 5 Funded By: LCFF

<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Registrar will oversee student enrollment, records requests, student attendance data within PROMIS		Registrar \$56,053.62 Goals 1, 2, 3, 5 Funded By: LCFF	Registrar did oversee student enrollment, records requests, student attendance data and assisted with CALPADS data entry. During this school year the referral process was refined and districts were made aware of the new process and expectations. The Registrar was critical in communicating these expectations regularly to districts.	Registrar \$57,441.41 Goals 1, 2, 3, 5 Funded By: LCFF	
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Motor Pool to support student transportation to school		Motor Pool \$20,640.00 Goals 1, 2, 3, 4A, 4B, 5 Funded By: Title 1A Homeless Grant FY Grant LCFF (\$4,975)	Staff often used a car from the motor pool to do home visits for truant students, to provide rides to students and to provide rides to family members needing to attend SART meetings or SARB meetings to discuss truancy. This increases family participation and by addressing needs of families who lack personal transportation and would not be able to attend.		Motor Pool \$23,220.00 Goals 1, 2, 3, 4A, 4B, 5 Funded By: Title 1A Homeless Grant FY Grant LCFF (\$4,975)
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Implement breakfast program (Contract for meals)		Breakfast meals \$15,400 LCFF S/C	The breakfast program was implemented at the ERC site at the start of the 2015-2016 school year. Students and families appreciate the access to an additional meal and it does appear that students are more calm after having breakfast, although having a breakfast program did not seem to drastically improve attendance. The Breakfast program will continue at ERC.		Breakfast meals \$15,400 LCFF
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	ERC Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Implement After School enrichment activities to include Coast League Basketball, surfing, running club. • League fees • Rental space for practice • Instructor time • Uniforms</p>		<p>After School enrichment \$2,844.72 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>After school enrichment activities were implemented for all students to access. Basketball and surfing are a huge draw for most students and positively impacts those students during that time period of the year (Fall and Spring for surfing and winter for basketball). For students not interested in physical activity options, we also added a cooking class which was also well attended. Additional supplies were purchased for the student surfing program this year using state Lottery funds. These offerings are effective in increasing attendance, engagement and positive behavior for those students who participate in these activities.</p>	<p>After School enrichment \$2,832 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<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. • Food • Staff time</p>		<p>Family Night \$3,762.50 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Family Nights occurred three times during the year at ERC and Eel River and were well attended. Food was provided to students and families. We also use Family Nights as an opportunity to get parent input on LCAP goals, provide input to parents about the Parent Project, and FY/Homeless resources. College of the Redwoods (CR) staff from the EOPS program regularly attend Family Nights and provide students information about concurrent enrollment at the community college. CR also provides outreach to the parents and families to ensure they are connected to higher education and to encourage them to enroll in programs.</p>	<p>\$904 Family Night supplies LCFF S/C</p> <p>Cost was less than planned due to smart shopping (lower costs for same items)</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>ERC and ERCS</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<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. • Contract for use of facility and training</p>		<p>Blue OX Contract \$10,750.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>Hands on learning opportunities at the Blue Ox were provided to students starting after the first quarter, after a short delay to make a structural repair that needed to be completed. Students learn how to use a wood lathe, blacksmithing skills, ceramics and husbandry skills. Although an amazing opportunity, students need to be given a tour at the mill to develop enough confidence to participate in this program. We utilized AmeriCorps members to take students over to the mill to build comfort and awareness.</p>	<p>Blue OX Contract \$10,860.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>



<b>Scope of service:</b>	All Grades: All		Scope of service:	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Probation Officer to provide supervision support of probation youth.		Probation Officer \$91,116.60 Goals 1, 2, 3, 5 Funded By: LCFF S/C	Services were increased during this school year to be more direct, versus indirect. The Probation officer is physically at the ERC and Eel River site to total 4 days each week. The probation officer works collaboratively with school staff to address truancy, participate in SART meetings, screening, and responds to students under the influence when at school in addition to being a liaison between other probation officers and students when needed.	Probation Officer \$83,309.16 Goals 1, 2, 3, 5 Funded By: LCFF S/C	
<b>Scope of service:</b>	All Grades: All		Scope of service:	.  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<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. • Teacher .8FTE • Senior In Clerk .6 FTE • Rental of facility • Motor pool</p>		<p>Satellite Site in Southern Humboldt \$130,276.36 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>The Southern Humboldt community School program saw an increase in enrollment and attendance during this school year. Staff believe this is a direct result from purposefully and consistently implementing the truancy incentive program at this site. Homeless Youth/Foster Youth liaisons and SAC visited the site consistently throughout the school year.</p>	<p>Satellite Site in Southern Humboldt \$170,799.34 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<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 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>All staff remains Highly Qualified. Two new teachers are actively participating in BTSA this year with two veteran CCS teachers as their service providers. Student/Staff ratio is lower than usual due to lower than expected enrollment.</p>	<p>Teachers \$906,851 Goals 1, 2, 3, 5 Funded By: LCFF, Title II A</p> <p>Instructional Aides \$266,843 Goals 1, 2, 3, 5 Funded By: Title I A, Title I D, LCFF S/C (\$53,097)</p>

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment.	Administrator to oversee program implementation \$182,153.33 Goals 1, 2, 3,4A, 4B, 5 Funded By: LCFF	All Expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each semester following enrollment. The CCS registrar ensures to notify teachers of students that are expelled from their DOR and diligently follows up to remind them to meet again to review the expulsion requirements at the semester. In addition, our weekly screening list documents numbers of students expelled and from what DOR they were referred from. Often students are not highly motivated to return to their DOR, citing that they feel disconnected from their home district and lost in the larger school setting.	Administrator to oversee program implementation \$182,306 Goals 1, 2, 3,4A, 4B, 5 Funded By: LCFF		
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Collaborate with social service agencies involved with Foster Youth to provide for enhanced case management.		Student Services Coordinator \$79,030.96 Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY Grant Student Services Technician \$55,405.93 Goals 1, 2, 3, 4A, 4B, 5 LCFF S/C	Regular ongoing communication occurs with the public defenders office, probation, DHHS, tribal agencies, and other agencies to review students and their individual situations. Most often these discussions seem to involve special education youth and residential treatment placements.	Student Services Coordinator \$81,633.00 Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY Grant  Student Services Technician \$56,815.00  Foster Focus Data Technician 18,095.00 Goals 1, 2, 3, 4A, 4B, 5 LCFF FY Grant
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All  Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Special Education Students- Schedule additional IEP meetings as necessary to address Student attendance Develop Behavior plans to provide additional incentives for IEP youth to attend.		Resource Specialist (.20FTE) \$21,601.71 Goals 1, 2, 3, 5 Funded By: RSP LCFF	Regular and consistent meetings for SPED youth occur at all school sites to address attendance, behavior and mental health needs. Behavior plans are developed as needed. An increase in RTC placements are occurring this year which seems likely to continue, and a significant additional cost. During the 2015-2016 school year RSP staff held 13 initial IEP's, 19 annual IEPs, 9 triennial IEPs, 47 ammendment meetings for transitions and behavioral concerns, and placed 4 students in RTC programs out of county.	Resource Specialist (2.0FTE) \$215,624.00 Goals 1, 2, 3, 5 Funded By: SPED  RSP assistant (.86 FTE) \$25,404 Goals 1, 2, 3, 5 Funded by LEA
<b>Scope of service:</b>	All Grades: All		Scope of service:	All  Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<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. Foster youth CCS: 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. Re-designated Fluent English proficient pupils: Teacher will review CELDT scores and ELL Files to ensure eligible 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. 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: LCFF S/C</p>	<p>English Language Learners: Translators were provided at all appointments and meetings for ELL students and non English speaking parents/guardians, SDAIE strategies for English Language Learners were utilized in all programs. PD in this area will be planned for next school year.</p> <p>Foster youth CCS: The FY Coordinator and Assistant provided case management support services to all appropriate students. 25/25 of the Health and Education records were transferred within 2 days.</p> <p>Re-designated Fluent English proficient pupils: Teachers reviewed CELDT scores and ELL Files to ensure eligible CCS youth are reclassified appropriately. Most students that enroll in a CCS program are already Reclassified FEP.</p> <p>Native American Youth - Native American tribal agencies have not consistently provided information to CCS programs. As a result, an MOU was established between HCOE and the local Yurok tribe to formalize communication avenues. In addition, we have added a section to our Mandatory pupil enrollment form asking families to identify which tribal agency they are affiliated with so CCS staff can reach out as needed, specifically for each student.</p>	<p>CELDT Administrator (.10FTE) \$11,637.00</p> <p>Translators \$430 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>	<p><b>Scope of service:</b></p>	<p>All Grades: All</p>

<p><input type="checkbox"/> All</p> <hr/> <p>X Foster Youth X American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>Award incentives for perfect attendance will be revised based on student input and recommendations.</p> <p>Two AmeriCorps members were placed at the ERC site this year and another was assigned to work with the FY students, specifically. Although this was not known prior to the LCAP in 2014-2015, it will added to actions for future years unless costs for the match are covered with Title I funds.</p> <p>HCOE CCS added a new position, a Program Manager, to cordinate SARB referrals, and strengthen the connection between SARB and the D.A.'s office. This position will be continued and added to next year's LCAP.</p> <p>The Chronic absenteeism outcome will be revised to read: <i>Chronic absenteeism will be reduced from the year prior for CONTINUOUSLY ENROLLED STUDENTS ( 90 days or more)</i></p> <p>Based on stakeholder input goals 1-3 will be merged into a single goal.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>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: X 1 <input type="checkbox"/> 2 X 3 X 4 X 5 <input type="checkbox"/> 6 X 7 X 8 COE only: X 9 X 10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: Eureka Community, Eel River Community, Von Humboldt, New Horizons, Southern Humboldt Community</p> <p>Grades: All</p>	
<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Metrics</p> <p>1) Pre/Post Test TABE score in ELA and Math</p> <p>2) Number of Kuder Navigator portfolios completed</p> <p>3) Number of high school graduates who are employed and number who go on to higher education</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1) The percent of students showing improvement in Pre-Post test scores in TABE ELA and MATH is:</p> <ul style="list-style-type: none"> <li>• <b>Post TABE score in Math% improvement</b></li> <li>• Eel River 50%</li> <li>• ERC 50%</li> <li>• Garberville 10 %</li> </ul>

or advanced training

4) Number of 8th graders on track to graduate

5) Williams as reported on SARC Metric

6) Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits

7) Rate of teacher miss-assignment as reported on SARC

8) Log of parental involvement

9) Students surveys will measure their connectedness and how successful they feel after students are enrolled in CCS.

10) Number of high school dropouts.

11) Number of students meeting standards or exceeding standards on CAASPP.

12) Number of students opting to take EAP and percent receiving an EXEMPT designation (Ready for College) in Math and ELA

#### Outcomes

1) The percent of students showing improvement in Pre-Post test scores in TABE ELA and MATH will increase from prior year baselines of:

- **Post TABE score in Math% improvement**
- Eel River 50%
- ERC 50%
- Garberville 10 %
- New Horizons 50 %
- Juvenile Hall 50%
- **Post TABE score in ELA % improvement**
- Eel River 47 %
- ERC 46%
- Garberville 50%

- New Horizons 50 %
- Juvenile Hall 50%
- **Post TABE score in ELA % improvement**
- Eel River 47 %
- ERC 46%
- Garberville 50%
- New Horizons 50%
- Juvenile Hall 46%

2) 100% of 12th grade graduates (17 students in 2015 and 6 to date in 2016) completed a Kuder Navigator portfolio

3) 100% of 2015 graduates obtained advanced training, secondary education or job acquisition after graduating

4) All 8th graders were on track to graduate

5) 100% of 2015 graduates obtained advanced training, secondary education or job acquisition after graduating

6) All students had access to standards-aligned instructional materials

7) As of quarter 2, students that were enrolled and met the unit completion requirements are as follows:

- ERCS 92%,
- ERCS ISP 14%,
- ERC #1 22%,
- ERC #2 50%
- ERC ISP 31%,
- GCS 50%,
- RF 100%,
- JH 100%

8) 100% of teachers were appropriately assigned

9) 7 fewer family members participated in family nights (280, vs. 287 prior year).



- New Horizons 50%
- Juvenile Hall 46%

2) 100% of 12th grade graduates will complete a Kuder Navigator portfolio

3) At least 80% of students will obtain employment or go on to advanced training and/or higher education after graduation.

4) At least 90% of 8th graders will be on track to graduate

5) 100% of students have access to standards-aligned instructional materials

6) 10% more students will earn 15 credits each quarter, as compared to prior year percentages (See Annual Update for baseline)

7) 100% of teachers will be appropriately assigned annually

8) 5% more family members will participate in family nights (280 attended in 2016)

9) 80% of students will feel more successful in CCS after enrolling for 1 academic quarter.

10) A target percent decrease of the high school dropout rate for upcoming years will be set by staff after reviewing 2016 year-end data. The baseline percent in 2015 is 12%.

11) 3% more students will Meet or Exceed standards as measured on CAASPP in both ELA (4% in 2015) and Math (2% in 2015).

12) The number of students opting to take EAP will increase from 0. Percent scoring EXEMPT (Ready for College) in Math and ELA will increase once baseline year, 2016-17, is established.

10) 75% of students felt more successful in CCS after they had been enrolled for 1 academic quarter.

11) The baseline percent of high school dropouts is 12%. A target percent decrease for upcoming years will be set by staff after reviewing 2016 year-end data.

12) 4% of 11th graders Meet or Exceed standards as measured on CAASPP in ELA; 2% in Math.

13) No students took the EAP in 2015. Percent scoring EXEMPT (Ready for College) in Math and ELA will increase once baseline year, 2016-17, is established.

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Extended school year (Court) and summer school (Court School) offered for court and community school students at regional locations • Teacher salary • Instructional assistants • Psychologist • Truancy incentives • Bus tickets		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	Extended School year did occur, as usual, for Court and Community School students. We had a record number of students enroll in summer school and earn credits to catch up to their appropriate grade level. Bus tickets were provided, through summer, as necessary for school attendance. Costs included Regional locations • Teacher salary • Instructional assistants • Psychologist • Truancy incentives • Bus tickets		CCS Program Secretary to support staff in tracking attendance, credits and grades and arranging SST meetings as needed. \$59,306.00 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF
<b>Scope of service:</b>	All Grades: All		Scope of service:	All	
				Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

<p>Credit incentive plan implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter. • Ipod touches • Field trips • Gift cards • food</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>Credit incentive plan implemented to provide incentives for students to earn the appropriate amount of credits each academic quarter. • Ipod touches • Field trips • Gift cards • food incentives * Community sweatshirts. Students seem to respond most to field trips and food of their choice. 8 students earned ipod touches during the first semester indicating they had achieved perfect attendance for 90 days. Students were eligible for a monthly field trip for perfect attendance. This provided an opportunity to visit the community and be rewarded on a short term attendance.</p> <p>After school enrichment opportunities were provided to increase credit production and engage students. Activities that were provided in the 15-16 school year were: Coast League Basketball, Co-Op Cooking Classes, Marz Project Digital Production, surfing field trips and Blue Ox Millworks.</p>	<p>Court School Extended Year \$14,566.00 Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF Title 1A, RS-3010, RS-0080</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>Quarterly review of credits earned SST meetings arranged for those not meeting expectations Incentives provided to students earning appropriate credits. Investigate the option of communicating about credits earned via text messages, with students and parents. Investigate California Youth Connected for potential tutoring services</p>		<p>Summer School for Community Schools \$27,537.56 Goals 2, 3 Funded by: Title IA, RS-3010, RS-0080</p>	<p>Students who are enrolled in the HCOE CCS programs for an entire academic quarter should earn a minimum of 15 units towards graduation. Students that did not meet these requirements had targeted intervention meetings with their parents/guardians and their teacher. A plan was developed to address student needs and identify academic support to achieve the required completed units.</p> <p>SST meetings arranged for those not meeting credit earning expectations also identified incentives which could be provided to students earning appropriate credits. ILP's created at SST meetings set goals for higher credit completion. The option of communicating about credits earned via text messages, with students and parents was investigated however with the constant changing of phone numbers, cell phones, and service providers this option does not seem viable or effective.</p> <p>Generally truancy issues played a role in lack of credit completion. Incentives, program requirements, strategies to support student engagement and goal setting were adressed at the SST meetings. Follow up meetings in the next academic quarter were conducted to ensure students met the requirements as agreed upon in the CCS contract.</p>	<p>Summer School for Community Schools \$26,794.00 Goals 2, 3 Funded by: Title IA, RS-3010, RS-0080</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Provide all students the opportunity to utilize new technology and learn 21st century learning skills Investigate the option to bring MARZ- a digital media community based program to the school for after school enrichment. Hands on learning opportunities at the Blue Ox Mill- see goal 1 for narrative and budget Implement after school enrichment opportunities- see goal 1 for narrative and budget Probation officer- see goal 1 for narrative and budget Provide a satellite program in Southern Humboldt Provide Independent Study Programs – see goal 1 for narrative and budget 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 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>21st Century Learning Technician \$55,960.11 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>California Youth Connection was contacted on multiple occasions for information regarding potential tutoring services we could connect youth to in Humboldt County. All students were provided the opportunity to utilize new technology and learn 21st century learning skills in class. A digital media class travels to all school sites weekly to provide these opportunities for all students. Staff investigated the option to bring MARZ- a digital media community based program to the school for after school enrichment. MARZ was willing to come to our site occasionally, but are more inclined to welcome students at their site. With the addition of AmeriCorps to this site, we have begun to develop a system of transporting CCS youth to the MARZ project after school during their offered times of T-F 3-6pm.</p>	<p>21st Century Learning Technician \$55,426.00 Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

Special Education Students- IEP meetings to address academic concerns for lack of progress towards meeting IEP goals.		Resource Teachers (.20FTE) \$21,601.71 Goals 1, 2, 3, 5 Funded by: RSP LCFF	Special Education Students- IEP meetings to address academic concerns for lack of progress towards meeting IEP goals happened consistently. These meetings seem to support youth on IEPs to stay on track and make progress as long as their basic needs are being met at home. A huge increase in SPED meetings occurred this year at all CCS sites.	Resource Teachers repeat from goal 1 ( SPED STUDENTS) Funded by: RSP LCFF
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>English Language Learners- Provide professional development on effective strategies for supporting learning for ELs 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>English Language Learners Professional Development \$14,298.47 Goals 2, 3, 5 Funded By: Title 1A CELDT Teacher. (.10 FTE) Translators (Included above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>	<p>English Language Learners- Professional development was offered to all teachers on effective strategies for supporting learning for ELs. None actively participated in this training, largely due to our low number of ELL students enrolled in CCS. Translators were provided at all appointments and meetings for students, parents/guardians, utilizing existing staff and substitutes when needed (already included in budget).</p>	<p>English Language Learners Professional Development \$80.00 Goals 2, 3, 5 Funded By: Title 1A  CELDT Administrator. (.10 FTE) Translators (Included above) Goals 1, 2, 3, 5 Funded By: LCFF S/C</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All  Grades: All</p>
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>FOSTER YOUTH CCS 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 RFEP, NAY RFEP Provide Interpreters for parents/guardians while attending all meetings. Native American Youth 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 Native American youth about cultural events Develop systems and strategies for Native American youth to participate in Yurok tutoring</p>	<p>Foster Youth Student Services Coordinator (Included above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY &amp;McKinney Vento Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C Motor Pool \$5,160.00 Funded by: FY grant Goal 1, 2, 3, 4A, 4B Foster Focus Data Management System \$1,206.15 annually Goals 2, 3, 4A, 4B Funded by: LCFF RFEP See above under ELL for additional costs Goals 1, 2, 3, 5</p>	<p>FOSTER YOUTH CCS Foster Youth Coordinator, and relevant multi agency support staff were regularly invited to SST's, ILP's and/or SART meetings to review credits earned, and academic progress. Case management services were provided in accordance with AB97. The Foster Focus MOU was signed and a Foster Youth Data Technician was hired to manage this system. RFEP Interpreters were utilized for parents/guardians while attending all meetings. Native American Youth: Attempts were made to work collaboratively with tribal case management support providers to include development of a MOU between tribal agencies and HCOE. Attempts were made to engage local Native American tribal entities to help us develop procedures and timelines for providing regular information for Native American youth about cultural events. Calls back were non existent- likely due to staffing issues at certain tribal entities making it difficult. Develop systems and strategies for Native American youth to participate in Yurok tutoring</p>	<p>Foster Youth Student Services Coordinator (Included above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: FY &amp;McKinney Vento Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded By: LCFF S/C Motor Pool \$5,160.00 Funded by: FY grant Goal 1, 2, 3, 4A, 4B Foster Focus Data Management System \$1,183.00 annually Goals 2, 3, 4A, 4B Funded by: LCFF RFEP See above under ELL for additional costs Goals 1, 2, 3, 5</p>
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<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	Due to the same students being eligible for a home computer for perfect attendance, students voted to provide these computers to graduating seniors instead. The Quarterly prize for perfect attendance will be modified from a \$10 gift card to a CommUNITY sweatshirt. The Breakfast program was added to ERC and as a result will be removed as an action item During the summer of 2015, we were contacted by Redwood Coast Action Agency to partner with them on a grant to place two AmeriCorps members at the ERC site and one member to work with the FY students, specifically. Although this was not known prior to the LCAP in 2014-2015, it will likely be an action item for future years and may likely cost money. Americorps members have been critical in the past to motivate positive attendance.				

<b>Original Goal from prior year LCAP:</b>	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.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 X 8 COE only: X 9 X 10 Local:		
Goal Applies to:	Schools:	Eureka Community, Eel River Community, Von Humboldt New Horizons, Southern Humboldt Community			
	Grades:	All			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All			
	Metrics	Actual Annual Measurable Outcomes:	1. 10% increase in post test scores in TABE ELA and MATH 2. CAHSEE pass rate - NA 3. By year's end 100% of 12th grade graduates will complete a KN portfolio 4. 10% increase in number of students that obtain employment from prior year.		
	1) Pre/Post Test TABE score in ELA and Math				
	2) Number of Kuder Navigator portfolios completed				
	3) Number of high school graduates who are				

employed

4) Number of 8th graders on track to graduate

5) Number of high school graduates that go on to higher education or advanced training.

6) Williams as reported on SARC Metric

7) Grade cards will be reviewed quarterly to identify numbers of students that earn 15 or more credits

8) Rate of teacher miss-assignment as reported on SARC

9) Log of parental involvement.

10) Students surveys will measure their connectedness and how successful they feel after students are enrolled in CCS.

11) Number of high school dropouts.

12) Number of students meeting standards or exceeding standards on CAASPP.

13) Number of students opting to take EAP and percent receiving an EXEMPT designation (Ready for College) in Math and ELA

Outcomes

1) 75% of students will show an increase in their post test scores in TABE ELA and MATH compared to their pre-test scores.

2) 100% of 12th grade graduates will complete a Kuder Navigator portfolio

3) 10% increase in number of students who obtain employment from prior year.

4) 5% more 8th graders will be on track to graduate

5) 10% increase in number of graduates who go on

5. 5% more 8th graders will be on track to graduate

6. 10% increase in numbers of graduates that go on to advanced training, higher education

7. 100% of students have access to standards-aligned instructional materials

8. CAASP data : ELA 86% standard not met, 9% standard nearly met, 2% standard met, 2% standard exceeded

9. CAASP data : Math 82% standard not met, 14% standard nearly met, 0% standard met, 2% standard exceeded

to advanced training and/or higher education

6) 100% of students have access to standards-aligned instructional materials

7) The percent of students who will earn 15 credits each quarter will increase, as compared to prior year percentages:

- ERCS 92%,
- ERCS ISP 14%,
- ERC #1 22%,
- ERC #2 50%
- ERC ISP 31%,
- GCS 50%,
- RF 100%,
- JH 100%

8) 100% of teachers will be appropriately assigned annually

9) 5% more family members will participate in family nights

10) 75% of students will feel more successful in CCS upon enrolling for 1 academic quarter.

11) The baseline percent of high school dropouts is 12%. A percent decrease for upcoming years will be set by staff after reviewing 2016 year-end data.

12) 3% more students will Meet or Exceed standards as measured on CAASPP in both ELA (baseline of 4%) and Math (baseline of 2%).

13) The number of students opting to take EAP will increase from 0. Percent scoring EXEMPT (Ready for College) in Math and ELA will increase once baseline year, 2016-17, is established.

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Character Based Literacy- an ELA program focused on Moral development, CCSS and language arts skills. • MEMBERSHIP FEE • Books		Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3, 5 Funded By: Lottery	Character Based Literacy- an ELA program focused on Moral development, CCSS and language arts skills. • MEMBERSHIP FEE • Books		Character Based Literacy usage fee \$2,150.00 Goals 1, 2, 3, 5 Funded By: Lottery
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Professional Learning Communities were utilized monthly with CCS staff to develop thematic units across all core curricular areas utilizing CBL as the base program. 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 identify goals and action steps needed to achieve those goals.		Professional development \$14,298.47 Goals 1, 2, 3, 5 Funded By: Title 1A	Professional Learning Communities were utilized monthly with CCS staff to develop thematic units across all core curricular areas utilizing CBL as the base program. 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 identify goals and action steps needed to achieve those goals.		Professional development \$28,209.00 Goals 1, 2, 3, 5 Funded By: Title 1A

<b>Scope of service:</b>	All Grades: All		Scope of service:	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide technical support to staff and programs with internet, connectivity, and hardware. 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. Arranged for and implement Job Market, Employee Development Department and Job Corps to provide presentations to all CCS youth College of the Redwoods Equal Opportunity Program staff provide presentations at Family Nights. Independent Living Skills (ILS) utilize CCS sites to provide 2 workshops College of the Redwoods will provide a "For-credit" class at our Court and Community School sites to help prepare youth for junior college.		INS FEE \$40,383.97 Goals 1, 2, 3, 5 Funded by: HL FY LCFF Title 2A REAP	Provide technical support to staff and programs with internet, connectivity, and hardware. 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.	INS FEE \$45,116.00 Goals 1, 2, 3, 5 Funded by: HL FY LCFF Title 2A REAP	
<b>Scope of service:</b>	All Grades: All		Scope of service:	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Work Experience is offered to youth to gain employability skills. Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention. Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester. Pursue the development of peer tutors in the classroom programs.</p>		<p>Paid work experience \$7,000.00 Goals 1, 2, 3, 5 Funded By: CSVP Grant</p>	<p>Arranged for and implement Job Market, Employee Development Department and Job Corps to provide presentations to all CCS youth College of the Redwoods Equal Opportunity Program staff provide presentations at Family Nights. Independent Living Skills (ILS) utilize CCS sites to provide 2 workshops College of the Redwoods will provide a "For-credit" class at our Court and Community School sites to help prepare youth for junior college. This class was cancelled due to C.R.'s decision. They could not provide the staff they thought they would be able to provide. Work Experience is offered to youth to gain employability skills. Two students were hired as HCOE CCS student employees. Continue to ensure court school youth transcripts are received in a timely manner to provide curriculum towards graduation or credit retention. Ensure expelled youth are apprised of the requirements to return to their district of residence at enrollment, and each following semester. Pursue the development of peer tutors in the classroom programs.</p>	<p>Paid work experience \$1,754.00 Goals 1, 2, 3, 5 Funded By: CSVP Grant</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>Special Education Students- Convene transition IEP meetings. Prepare referral to Transition Partnership Program (TPP) for all appropriate IEP youth. Deliver instruction using a Co-Teaching model with Resource and General Education Teachers. Request court school IEPs in a timely manner to ensure students IEPs are being adhered to in accordance with the law. 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) \$63,459.33 Goals 1, 2, 3, 5 Funded by: RSP LCFF</p>	<p>CCS Resource teachers will work with general education teachers to ensure that students with disabilities have access to Common Core State Standards(CCSS) across all curriculum areas.</p>	<p>Resource Teachers and Instructional Aides (included above)</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>
<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</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. 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. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed. Foster Youth CCS The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally 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. FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities. FY</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 Funded by: LCFF S/C</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. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed. Foster Youth CCS The Foster Youth Coordinator will provide opportunities to include field trips to local colleges, and vocational tech opportunities locally and regionally 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. FY Coordinator will connect Foster Youth with Regional Occupation Program opportunities. FY Coordinator will collaborate with the Humboldt County Independent</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 Funded by: LCFF S/C Teachers (Included</p>

<p>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. 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. 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. 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. English Language Development course outlines will be utilized in all CCS programs to ensure ELD skills are being addressed.</p>	<p>Teachers (Included Above) Goal 1, 2, 3, 5 Funded by: LCFF Title 2A Instructional Aides (Included Above) Goal 1, 2, 3, 5 Funded by: Title 1A Title 1D LCFF S/S LCFF Foster Youth Foster Youth Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant Bus Tickets \$1,075.00 Goals 4A, 4B Funded By: FY Grant Motor Pool \$2,580.00 Goals 1, 4A, 4B, 5 Funded by: FY Grant Foster Youth Coordinator (included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant Foster Focus Program \$1,206.15</p>	<p>Living Skills Program (ILS) and Transition Aged Youth (TAY) for workshops on financial literacy, household management skills, relationship building skills. 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. 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. 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>Above) Goal 1, 2, 3, 5 Funded by: LCFF Title 2A Instructional Aides (Included Above) Goal 1, 2, 3, 5 Funded by: Title 1A Title 1D LCFF S/S LCFF Foster Youth Foster Youth Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant Bus Tickets \$1,075.00 Goals 4A, 4B Funded By: FY Grant Motor Pool (included above) Goals 1, 4A, 4B, 5 Funded by: FY Grant Foster Youth Coordinator (included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant Foster Focus Program (included above) Goals 4A, 4B Funded by: LCFF RFEP Interpreters (included</p>
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		Goals 4A, 4B Funded by: LCFF S/C RFEP Interpreters \$1290.00 Goal 3 Funded by: LCFF/SC Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A			above) Goal 3 Funded by: LCFF Professional Development (Included Above) Goals 1, 2, 3, 5 Funded by: Title 1A
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All  Grades: All	
_ All ----- X Foster Youth X American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
<b>What changes in actions, servivces, and expenditures</b>	No CAHSEE data will be used as in prior years. The CAHSEE requirements for graduation are no longer required.  A baseline of High School dropout from the state snapshot is 11%. This is the first year that this will be added to the 2016-2017 LCAP.  CAASP and EAP data will be added to the 2016-2017 LCAP metrics and outcomes. CCS utilized TABE score growth; both will reported in future years.				

<p><b>Original Goal from prior year LCAP:</b></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. 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>Related State and/or Local Priorities:                  _1 _2 _3 _4 _5 _6 _7 _8 COE                  only: _9 X 10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All LEAs within Humboldt County Grades: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>Foster Youth</p>	<p>Actual Annual Measurable Outcomes:</p> <p><b>OUTCOMES</b></p> <p>1) HCOE FY staff provided monthly information on attendance and discipline for each Foster Youth in CCS schools. Other districts in the county have not provided this information because the Foster Focus Program is still in the implementation phase.</p> <p>2) FYS is tracking 100% of 12th grade FY students. 8th grade data has not been implemented at this point.</p> <p>3) In fall of 2015 100% of districts attended county wide Foster Youth Education training. This included Humboldt State University and College of the Redwoods. 100% of FY liaisons attending training. More school support staff, who are not FY liaisons, attended trainings this year.</p> <p>4) An educational rights flyer is being developed and will be sent out in the spring of 2016 to all identified Humboldt County FY.</p>

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual 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. 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. 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>Student Services Coordinator \$39,515.48 Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant 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>#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. 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. 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>	
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>Sign a contract with Sacramento COE to utilize Foster Focus data management program 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 Provide training to all LEA Districts on use of monthly attendance reports for FY</p>		<p>Foster Focus Data Management contract Fee: (Included Above) Goals 4A, 4B Funded by: LCFF Training Materials \$500.00 Goals 4A, 4B Funded by: FY Grant</p>	<p>A contract was signed with Sacramento COE to utilize Foster Focus data management program A MOU was developed with HCOE, DHHS, Probation and the Juvenile court in order to share information found within the Foster Focus Program. A Foster Youth Data Technician was hired in February 2016 to manage the Foster Focus Program.</p>		<p>Foster Focus Data Management contract Fee: (Included Above) Foster Youth Foster Focus Data Technician (see above) Goals 4A, 4B Funded by: LCFF</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>	
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Investigate how large districts track and address FY in preschool and AB12 FY in college. (Staff time and data system)</p>	<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p>	<p>HCOE FY coordinator contacted the district liaisons and was informed that Districts do not track preschool foster youth within their district boundaries or AB12 Foster Youth. As a result, HCOE FY coordinator contacted DHHS and HCOE agreed to begin tracking preschool aged FY county wide. There are currently 149 FY aged 0-5 and only 17 are enrolled in Preschool and 5 are enrolled in Kindegarten. Based on numbers provided by DHHS there are 40 active AB12 non minor dependents; 30 of which are involved with CWS and 10 are involved with probation. Investigated how large districts track and address FY in preschool and AB12 FY in college. (Staff time and data system)</p>	<p>Student Services Coordinator (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funder by: FY Grant</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>	<p>Scope of service:</p>	<p>All Grades: All</p>
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Investigate various training opportunities utilizing various methods of delivery. 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>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 Funded by: FY Grant Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p>	<p>Investigated various training opportunities utilizing various methods of delivery. The FY Coordinator advocated, promoted and facilitated training for all FY liaisons, in Humboldt County to be aware of all laws as it pertains to AB490. Two primary multi-agency trainings were facilitated by the HCOE FY coordinator to address FY services and rights. These trainings were a required comprehensive 4 hour training mandatory for all district liaisons and were held in October 2015 and March 2016. In addition, a resource binder was developed and shared with the participants and included board policy, laws, best practices and community resources.</p> <p>In addition, 15 specific training opportunities were held for specific agencies to include CASA, Juvenile Justice Commission, AH-HA (homeless advocacy group), Mckenny Vento State Coordinators Meeting, HC Foster Parent Association, Eureka City Schools, Humboldt State University Social Work Department, Northern Humboldt Unified High School District, Fortuna Housing Homeless coalition, and radio interviews.</p>	<p>Student Services Technician (Included Above) Goals 1, 2, 3, 4A, 4B, 5 LCFF SC Funded by: FY Grant Foster Focus Data Management System Fee: (Included Above) Goals 4A, 4B Funded by: LCFF</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>	<p>Scope of service:</p>	<p>All Grades: All</p>
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>#4B Provide cross agency training/professional development/technical assistance to improve the</p>	<p>Training Materials</p>	<p>Cross agency training occurred in March, 2016 and had 55 participants representing 15 different</p>	<p>Foster Youth AB490 Training</p>

<p>understanding and implementation of the LCFF/AB490 FY educational requirements throughout Humboldt County. 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. 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). 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. 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. Foster Youth Coordinator will distribute educational rights information cards to Foster Youth bi-annually. Assist LEAs in providing for the timely transfer of FY health and educational records within 2 days. Provide all LEAs within Humboldt County 4 trainings annually on AB490</p>	<p>\$500.00 Goals 4A, 4B Funded by: FY Grant</p>	<p>agencies within Humboldt County. Support binders were provided to all participants. Agency specific trainings occurred throughout the year to support the following agencies:</p> <ul style="list-style-type: none"> <li>CASA</li> <li>DHHS</li> <li>Probation</li> <li>HC Foster Parent Association</li> <li>Family Intervention Team, (FIT)</li> <li>Fortuna Homeless Housing Coalition</li> <li>Northern Humboldt High School District student support staff meeting</li> <li>Trinidad School Staff meeting</li> <li>RCAA/YSB</li> <li>EHS Counseling staff</li> </ul> <p>In the spring of 2016 the HCOE FYS program had a meeting to begin the process of reorganizing and expanding the Humboldt County Foster Youth Education Executive Advisory Council as mandated by AB 854. The meeting had 43 participants representing 18 tribal and county agencies.</p> <p>HCOE FYS program will provide the financing for 15 people from various agencies to attend the State Foster Youth Education Summit, in Sacramento on April 2016 to include 2 FY district liaisons.</p> <p>HCOE FY staff participated in ongoing monthly meetings with the Higher Education Sub-committee that included members from HSU, C/R, ILS, TAY, HCOE, CWS, and Probation. to help support transitions of FY into post secondary</p>	<p>for Districts \$4,973.00 Funding from FY Grant</p> <p>Foster Youth Consultant Fees \$31,175.00 Funding from FY grant</p>
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			<p>education/training.</p> <p>Over 200 copies of the 4th edition of the Humboldt County Interagency Guide For Children and Youth in Foster Care was developed, published and distributed</p> <p>The webpage devoted to FY Education resources and information was updated in the Fall of 2015</p> <p>Foster Youth Coordinator did not distribute educational rights information cards to Foster Youth bi-annually because they are still in the development phase.</p> <p>HCOE FY received less than 10 requests for assistance in the timely transfer of FY health and education records within 2 days during this school year; indicating success with this process.</p> <p>HCOE FY program provided all LEAs within Humboldt County 2 out of the 4 planned trainings during the 2015-2016 school year on AB490. It was determined by districts that they would prefer to attend two more thorough trainings on AB490 instead of 4 smaller, less intensive trainings.</p>	
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	



<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>Based on new legislation AB 854, we will be adding metrics to goal #4 to include: attendance rates, graduation progress, high school graduation rates, suspension and expulsion counts, percentages of FY on IEP's and 504 plans, count of k-12 FY attending school, # of drop outs, # of FY placed in camps, ranches or Juvenile Halls to include out of county placements; the number of FY students who successfully transition to post secondary education.</p>	

<b>Original Goal from prior year LCAP:</b>	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. 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.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _10 Local:	
Goal Applies to:	Schools:	Expelled youth enrolled in HCOE CCS Grades: All		
		Applicable Pupil Subgroups:	Other (Expelled Youth)	
Expected Annual Measurable Outcomes:	Metric 1) Log of meetings of families of expelled youth referred to HCOE C/CS 2) CALPADS records of transfers of expelled youth referred to HCOE C/CS Outcome 1) 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 2) The number of expelled youth that return to their District of Residence or graduate will increase as compared to 2014-2015	Actual Annual Measurable Outcomes:	1) 100% of expelled youth participated in a meeting with parents/guardians and school staff to review credits, attendance and behavior as it pertains to returning to their DOR.  2) At this point there have been 5 expelled youth referred to CCS. No students have decided to return to their DOR, regardless of eligibility.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
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.		Two Student assistance Counselors (Included Above) Goals 1, 2, 3 Funded By: LCFF S/C TUPE REAP	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.	
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
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.		Senior Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C	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.	Senior Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF
<b>Scope of service:</b>	All Grades: All		Scope of service:	Staff met 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.  Grades: All
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

Educational Services will be provided to all enrolled, expelled youth.		Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C	Educational Services will be provided to all enrolled, expelled youth.		Instructional Office Clerk (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	Educational Services were be provided to all enrolled, expelled youth.  Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students		Registrar (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF	Attendance behavior and credit completion data will be monitored quarterly for all expelled community school students		Registrar (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	Attendance behavior and credit completion data was monitored quarterly for all expelled community school students Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input checked="" type="checkbox"/> Other (Expelled Youth)</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</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 (Included Above) Goals 1, 2, 3, 5  Funded by: LCFF Title 2A Instructional Aides (Included Above) Goals 1, 2, 3, 5  Funded by: Title 1A, Title 1D, LCFF S/C LCFF</p>	<p>CCS Staff referred expelled youth back to their District of Residence upon meeting expulsion requirements outlined in the expulsion agreement. Many students and families chose to stay at CCS, rather than return to their DOR. Meetings were held with students and their families to discuss their options.</p> <p>CCS Staff have worked with students, families and district staff on procedures to refer expelled youth back to District of Residence when they have met the expulsion requirements outlined in the expulsion agreement.</p> <p>The county-wide expulsion plan was reviewed and a task force of district representatives met with HCOE staff to consider revisions and clarifications to procedures and aligning policies to new legal requirements.</p>	<p>Teachers (Cost included in Goal 1) Goals 1, 2, 3, 5  Funded by: LCFF and Title II</p>	
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p>Scope of service:</p> <p>All  Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input checked="" type="checkbox"/> Other (Expelled Youth)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</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. Review with parents requirements that must be met in order to re-enroll in the district of residence.</p>	<p>Parent transportation to school site  Mileage reimbursement Goal 5  Funded by:  LCFF/SC  Truancy Incentive Program items/reward/bus tickets  \$36,854.93  Goals 1, 2, 3, 5  Funded By:  LCFF S/C</p>	<p>Mileage reimbursement will be provided to parents who don't have access to public transportation, yet still need to get their child to a community school.</p>	<p>Mileage reimbursement for parent transportation to school site - See above Goal 5  Funded by:  LCFF  Truancy Incentive Program items/reward/bus tickets (included above)  Goals 1, 2, 3, 5  Funded By:  LCFF S/C</p>	
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p><b>Scope of service:</b>  All  Grades: All</p>	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)		<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other
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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.		Probation Officer (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C	Review with parents requirements that must be met in order to re-enroll in the district of residence. 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.	Probation Officer (Included Above) Goals 1, 2, 3, 5 Funded By: LCFF S/C
<b>Scope of service:</b>	All Grades: All		Scope of service:	All Grades: All
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
<b>What changes in actions, servivces, and expenditures</b>	Actions will be added to upcoming years to reflect meetings held with district staff to coordinate county-wide services.			



**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:**

755660

HCOE CCS will allocate all of the Supplemental and Concentration Grant funding of \$755,660 to support needs of unduplicated students in 2016-2017. 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, SARB coordination and Parent Education training, paid work experience for students and a Student Assistance Counselor. Specific expenses are listed below.

- Student Assistance Counselor
- SARB/Parent Education Program Manager
- Parent Project
- Truancy Incentive Program
- After School enrichment
- Family Night
- Blue OX Contract
- Probation Officer
- Satellite Site in Southern Humboldt
- Instructional Aides
- Student Services Technician
- CELDT Teacher
- Community School Summer School
- 21st Century Learning Technician

TOTAL - \$902,874

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.

10.59	%
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The HCOE minimum proportionality percent as calculated by the FCMAT calculator is 10.59% Dollars spent for services specifically selected to be of greatest benefit to Low Income, Foster Youth and Expelled Youth as listed above far exceed 10.59%. Services to unduplicated students will be improved by more than that percent by providing all of the following services: counseling services, student services support (staff who work directly with students to support them in reaching academic goals, including graduation), increased hours of after school program opportunities, SARB coordination and truancy and positive attendance incentives, family involvement events and parent education classes, trade skill development learning programs, probation officer supports, and paid work experience.

## 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).