

Introduction:

LEA: Calaveras County Office of Education **Contact (Name, Title, Email, Phone Number):** Scott Nanik, Assistant Superintendent, snanik@ccoe.k12.ca.us, 209-736-6030 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

Calaveras County Office of Education (CCOE) schools serve the most at-risk students in Calaveras County. CCOE operates two community school programs, Calaveras River Academy and Oakendell Community School (group home).

Calaveras River Academy (CRA) serves as an alternative school for students in grades six through twelve who reside in Calaveras County. The focus of the Community School is to remediate identifiable weaknesses with the students known strengths while building self-image and personal worth. 85% of the students participate in the Free & Reduced lunch program, and the English Language Learner (ELL) population is very small (1 student).

Oakendell Community School serves as a resident school for male students grades six through twelve who are wards of the court and/or the State Social Welfare Department. The young men come from various parts of the state and live on-site at the Oakendell Community Home. The curriculum is individualized with a weekly contract being the means of monitoring and assessing student progress. 100% of the students in this program are Foster Youth making them also participants in the Free & Reduced lunch program. Oakendell also has a very small ELL population (2 students).

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
<p>Beginning in March 2016, through May 2016, input was gathered from a variety of stakeholders including:</p> <ul style="list-style-type: none"> • Instructional and support staff from CCOE alternative education sites, CCOE alternative education classified staff, parents of CCOE alternative site students. • Foster youth advocates, agencies and parents. 	<p>It should be noted that Calaveras River Academy will have an entirely new teaching staff for the 2016-17 school year.</p> <p>Overall the need for further development of career readiness, job skills and the integration of applicable job skills into the classroom remained a foremost concern among feedback received.</p> <p>Other areas that respondents indicated as areas of need were:</p>

<ul style="list-style-type: none"> Local business and community groups; as well as probation. <p>Methods utilized were surveys, telephone interviews, personal interviews, auto-dialer calls, and discussions with represented groups and the community. Input was requested from feeder schools, but none was received. We also consulted with with the bargaining units (CCOE does not have the population necessary to have a English Learner Parent Advisory Group) in the stakeholder engagement.</p> <p>Through these methods, stakeholders were presented with information about the 10 state priorities for county offices and the process for developing and participating in the LCAP. The data received was largely qualitative in nature.</p>	<ul style="list-style-type: none"> Greater access to social emotional services and substance abuse intervention Continued movement toward implementing Common Core Standards <p>Staff and others indicated a need to continue to improve upon character-building curriculum and activities they also recommended to utilize incentives, recognition and awards to improve school climate, attendance and academic performance.</p> <p>Several of the goals for this LCAP were designed to address these identified needs.</p>
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<p>Annual Update:</p> <p>Throughout 2015-16 CCOE and it's schools have sought input from stakeholder groups to evaluate the impact of actions and services on students, families, support agencies and staff. Each stakeholder group were invited to provide input on the implementation of the 2015-16 LCAP and discussion on which services should be continued, increased, or improved in 2016-17 and subsequent years.</p> <p>Input gathered from stakeholder groups, including consulting with bargaining units (CCOE does not have the population necessary to have a English Learner Parent Advisory Group) through May and was reviewed and reflected in the revised plan.</p> <p>The Superintendents from the 4 school districts and County Office met in October and November to update the Expelled Youth Plan.</p> <p>The CCOE programs are very small and thus a "parent committee" does not operate in the normal structure. We meet with parents in our programs on an individual bases to review the program and LCAP goals and progress. Their input is translated into the LCAP.</p> <p>The LCAP for 2015-16 annual update and 2016-19 plan was presented at the County Board meeting in June 2016. A public hearing was conducted on June 13, 2016. The Annual Update and LCAP for 2016-19 were reviewed with the Board as an information and study item during the June 13, 2016 meeting.</p>	<p>Annual Update:</p> <p>Participation in stakeholder input remained low but not atypical for alternative education settings. Parent involvement on campus has dramatically improved the past year.</p> <p>Input that was provided supported adding the need for a new assessment program and add a teacher to focus on intervention funded by Title 1.</p> <p>There was no impact on the LCAP from updating the Expelled Youth Plan</p> <p>After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from, parents and other stakeholders the goals and actions will remain the same without major changes.</p>
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The Board adopted the LCAP 2015-16 Annual Update and 2016-19 Plan as an action item during the regular Board meeting on June 27, 2016.

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).

Action/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?

GOAL 1:	Students will participate in a hands-on learning experience to better prepare them for college and career.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Students need to connect learning to application in the real world and to excite their desire for continued education.

Goal Applies to: Schools: CRA & Oakendell
 Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: 85% of students will participate in classroom-based programs with hands-on activities during core class instruction, including science courses as measured by enrollment data and transcripts. Attendance rates will improve by 5% annually. 100% of the teachers are currently compliant within the scope of the Every Student Succeeds Act (ESSA). 100% of the students currently have access to standards aligned materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide access to a CTE shop workspace at the San Andreas site.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Facility construction/remodel or lease 5000-5999: Services And Other Operating Expenditures Title I \$50,000 Equipment for shop 4000-4999: Books And Supplies Title I \$8,000
Purchase curriculum for CTE project - Switch Vehicles Inc.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum 4000-4999: Books And Supplies Title I \$20,000

Maintain that all teachers at CCOE are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CCOE requires all teachers be compliant within the scope of the Every Student Succeeds Act (ESSA). \$0
Continue to have Teachers and Admin will develop course offerings to tie together Common Core Standards; Career Technical Standards; hands-on learning using standards-aligned instructional materials; and implementation of state board adopted content and performance standards. This will in turn provide a broad course of study for all students.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3-days teacher and admin time 1000-1999: Certificated Personnel Salaries Base \$6,500
Purchase disposable supplies to maintain hands-on learning projects.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base \$5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 90% of students will participate in classroom-based programs with hands-on activities during core class instruction, including science courses as measured by enrollment data and transcripts. Attendance rates will improve by 5% annually. 100% of the teachers are compliant within the scope of the Every Student Succeeds Act (ESSA). 100% of the students have access to standards aligned materials.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand course offerings to take advantage of new space. Teachers and Admin develop course offerings to tie together Common Core Standards; Career Technical Standards; hands-on learning using standards-aligned instructional materials; and implementation of state	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Train staff on new curriculum, 3-days teacher and admin time 1000-1999: Certificated Personnel Salaries Base \$6,500.00

board adopted content and performance standards. This will in turn provide a broad course of study for all students.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain that all teachers at CCOE are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CCOE requires all teachers be compliant within the scope of the Every Student Succeeds Act (ESSA). \$0
Purchase disposable supplies to maintain hands-on learning projects.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	90% of students will participate in classroom-based programs with hands-on activities during core class instruction, including science courses as measured by enrollment data and transcripts. Attendance rates will improve by 5% annually. 100% of the teachers are compliant within the scope of the Every Student Succeeds Act (ESSA). 100% of the students have access to standards aligned materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand course offerings to take advantage of new space. Teachers and Admin will develop course offerings to tie together Common Core Standards; Career Technical Standards; hands-on learning using standards-aligned instructional materials; and implementation of state board adopted content and performance standards. This will in turn provide a broad course of study for all students.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Train staff on new curriculum, 3-days teacher and admin time 1000-1999: Certificated Personnel Salaries Base \$6,500.00

		(Specify)	
Maintain that all teachers at CCOE are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CCOE requires all teachers be compliant within the scope of the Every Student Succeeds Act (ESSA). \$0
Purchase disposable supplies to maintain hands-on learning projects.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies 4000-4999: Books And Supplies Base \$5,000

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

GOAL 2:	School sites will create/maintain a positive and safe school climate to promote increased student achievement and positive outcomes.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	CRA has a large number of disciplinary issues which include tobacco, drug, alcohol and inappropriate classroom behavior. Feedback indicated a need for increased service related to drug and alcohol treatment, tobacco cessation and self management. Progress will be indicated by fewer suspensions/reduction in disciplinary actions data; increase in graduation rates; and increase in academic performance indicators
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Goal Applies to:	Schools: CRA Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Student behavior referrals, including suspension rates will decrease by 5% over the previous year (8.7 per student) including expulsion rates (there were no expulsions) . Student attendance rates will improve by 1%, chronic absenteeism will decrease by 1%, middle and high school dropout rates will decline by 1%, and graduation rates will increase by 1%. There will be an increased sense of safety and school connectedness based on the Healthy Kids Survey of 5% (based upon 13-14 year end results).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train staff in substance abuse awareness, identification, and intervention.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued Substance and Alcohol Diversion/Intervention curriculum & training 4000-4999: Books And Supplies Base \$1,460 Restorative Justice training 1000-1999: Certificated Personnel Salaries Supplemental \$500 Collaborative Meeting Time 1000-1999: Certificated Personnel Salaries Base \$5,000 Continued Substance and Alcohol Diversion/Intervention curriculum & training 4000-4999: Books And Supplies Title I \$1,040
Increase access and awareness to counseling services for specified populations.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Priority access to school-based counseling services 1000-1999: Certificated Personnel Salaries Supplemental

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$59,553
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Student behavior referrals, including suspension rates will decrease by 5% over the previous year (8.7 per student) including expulsion rates (there were no expulsions) . Student attendance rates will improve by 1%, chronic absenteeism will decrease by 1%, middle and high school dropout rates will decline by 1%, and graduation rates will increase by 1%. There will be an increased sense of safety and school connectedness based on the Healthy Kids Survey of 5% (based upon 13-14 year end results).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train staff in substance abuse awareness, identification, and intervention.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued substance and Alcohol Diversion/Intervention curriculum & training 4000-4999: Books And Supplies Base \$1,460 Updated Restorative Justice training 1000-1999: Certificated Personnel Salaries Supplemental \$500 Collaborative Meeting Time 1000-1999: Certificated Personnel Salaries Base \$5,000 Continued Substance and Alcohol Diversion/Intervention curriculum & training 4000-4999: Books And Supplies Title I \$1,040
Increase access and awareness to counseling services for specified populations.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Priority access to school-based counseling services 1000-1999: Certificated Personnel Salaries Supplemental \$59,553

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Student behavior referrals, including suspension rates will decrease by 5% over the previous year (8.7 per student) including expulsion rates (there were no expulsions) . Student attendance rates will improve by 1%, chronic absenteeism will decrease by 1%, middle and high school dropout rates will decline by 1%, and graduation rates will increase by 1%. There will be an increased sense of safety and school connectedness based on the Healthy Kids Survey of 5% (based upon 13-14 year end results).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train staff in substance abuse awareness, identification, and intervention.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued substance and Alcohol Diversion/Intervention curriculum & training 4000-4999: Books And Supplies Base \$1,460 Updated Restorative Justice training 1000-1999: Certificated Personnel Salaries Supplemental \$500 Collaborative Meeting Time 1000-1999: Certificated Personnel Salaries Base \$5,000 Continued Substance and Alcohol Diversion/Intervention curriculum & training 4000-4999: Books And Supplies Supplemental \$1,040
Increase access and awareness to counseling services for specified populations.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Priority access to school-based counseling services 1000-1999: Certificated Personnel Salaries Supplemental \$59,553

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

GOAL 3:	CCOE expects students to be prepared for success in today's global society, through a rigorous high school education which includes the development of career skills.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	CCOE programs have a need for job skills training, career readiness activities such as resume building, and problem-solving activities. The data for students who graduate and achieve successful employment has not been collected up to this point. Although graduation rates are tracked, county operated programs are attributed the average graduation rate of all high schools in the county, therefore making the actual data less accessible. Because the need is perceived by staff and stakeholders (but unsubstantiated, by quantitative measures available) the data will begin to be collected and tracked beginning the 13-14 school year following graduation.
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Goal Applies to:	Schools: CRA & Oakendell	Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase in the number of students who are attending post-secondary educational institution, are gainfully employed, or are serving in the military as compared to the baseline data collected from the 2013-14 12th graders by 1%. Data regarding pupil achievement will be monitored from statewide assessments (the API is no longer in effect); completion of courses that meet California State University and career technical education standards (the program does not offer University of California a-g courses nor advance placement courses; therefore the metric for the percentage of pupils passing the AP exam with a score of 3 or higher is not applicable). The English Language Learner population is minimal, but CELDT and reclassification progress is tracked by student. Increase students taking the Early Assessment Program test for college preparedness by 1 student, none currently take the test. Reduce chronic and servery chronic absenteeism rates by 5% annually.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop inter-agency agreements with existing CTE programs within Calaveras County.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative Time 1000-1999: Certificated Personnel Salaries Base \$1,500

Increase academic and career identification planning.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counseling Time (same salary as goal 2) 1000-1999: Certificated Personnel Salaries Supplemental \$59,553 Update career interest survey software 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Needs survey to determine CTE course direction. 1000-1999: Certificated Personnel Salaries Base \$1,000
Develop CTE course offerings.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to develop and implement course. 1000-1999: Certificated Personnel Salaries Base \$38,000
Renew Career Interest and Exploration Program	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Renew VirtualJobShadow.com license 4000-4999: Books And Supplies Base \$700.00

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase in the number of students who are attending post-secondary educational institution, are gainfully employed, or are serving in the military as compared to the baseline data collected from the 2013-14 12th graders by 1%. Data regarding pupil achievement will be monitored from statewide assessments (the API is no longer in effect); completion of courses that meet California State University and career technical education standards (the program does not offer University of California a-g courses nor advance placement courses; therefore the metric for the percentage of pupils passing the AP exam with a score of 3 or higher is not applicable). The English Language Learner population is minimal, but CELDT and reclassification progress is tracked by student. Increase students taking the Early Assessment Program test for college preparedness by 1 student, none currently take the test. Reduce chronic and servery chronic absenteeism rates by 5% annually.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop inter-agency agreements with existing CTE	School-	<input checked="" type="checkbox"/> All	Administrative Time 1000-1999: Certificated Personnel

<p>programs within Calaveras County.</p>	<p>Wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries Base \$1,500</p>
<p>Increase academic and career identification planning.</p>	<p>School-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Counseling Time (same salary as goal 2) 1000-1999: Certificated Personnel Salaries Supplemental \$59,553 Update career interest survey software 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Needs survey to determine CTE course direction. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>
<p>Develop CTE course offerings.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff time to develop and implement course. 1000-1999: Certificated Personnel Salaries Base \$38,000</p>
<p>Renew Career Interest and Exploration Program</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Renew VirtualJobShadow.com license 4000-4999: Books And Supplies Base \$700</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Increase in the number of students who are attending post-secondary educational institution, are gainfully employed, or are serving in the military as compared to the baseline data collected from the 2013-14 12th graders by 1%. Data regarding pupil achievement will be monitored from statewide assessments (the API is no longer in effect); completion of courses that meet California State University and career technical education standards (the program does not offer University of California a-g courses nor advance placement courses; therefore the metric for the percentage of pupils passing the AP exam with a score of 3 or higher is not applicable). The English Language Learner population is minimal, but CELDT and reclassification progress is tracked by student. Increase students taking the Early Assessment Program test for college preparedness by 1 student, none currently take the test. Reduce chronic and servery chronic absenteeism rates by 5% annually.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop inter-agency agreements with existing CTE programs within Calaveras County.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative Time 1000-1999: Certificated Personnel Salaries Base \$1,500
Increase academic and career identification planning.	School-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Counseling Time (same salary as goal 2) 1000-1999: Certificated Personnel Salaries Supplemental \$59,553 Update career interest survey software 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000 Needs survey to determine CTE course direction. 1000-1999: Certificated Personnel Salaries Base \$1,000
Develop CTE course offerings.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to develop and implement course. 1000-1999: Certificated Personnel Salaries Base \$38,000
Renew Career Interest and Exploration Program	School-	<input checked="" type="checkbox"/> All	Renew VirtualJobShadow.com license 4000-4999: Books And

	Wide	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplies Base \$700
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Maintain county-wide coordination of services for the educational needs of foster youth.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 <u>X</u> Local : Specify
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Identified Need : Provide a continuum of educational services for foster youth in Calaveras County.

Goal Applies to: Schools: County-Wide
 Applicable Pupil Subgroups: Foster Youth Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Maintain Foster Youth Services Coordinator to develop more rapport with county schools to minimize changes in school placement; provide education-related information to the county child welfare agency to assist in delivery of services to foster children; respond to requests from juvenile courts for information and coordination of educational services, and establish a mechanism to the efficient and expeditious transfer of health and educational records.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCOE will continue to provide Foster Youth Services coordination to all schools within the county.	County-Wide	_ All OR: _ Low Income pupils _ English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Foster Youth Services Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$51,982

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Maintain Foster Youth Services Coordinator to develop more rapport with county schools to minimize changes in school placement; provide education-related information to the county child welfare agency to assist in delivery of services to foster children; respond to requests from juvenile courts for information and coordination of educational services, and establish a mechanism to the efficient and expeditious transfer of health and educational records.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCOE will continue to provide Foster Youth Services coordination to all schools within the county.	County-Wide	_ All OR:	Foster Youth Services Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$51,982

		_ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Maintain Foster Youth Services Coordinator to develop more rapport with county schools to minimize changes in school placement; provide education-related information to the county child welfare agency to assist in delivery of services to foster children; respond to requests from juvenile courts for information and coordination of educational services, and establish a mechanism to the efficient and expeditious transfer of health and educational records.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCOE will continue to provide Foster Youth Services coordination to all schools within the county.	County-Wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Foster Youth Services Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$51,982

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

GOAL 5:	Maintain "good" status according to the "CA Facility Inspection Tool" for county educational facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Provide school facilities that are in good to excellent condition.

Goal Applies to: Schools: All CCOE Programs
 Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Maintain focus upon upkeep and cleanliness of CCOE facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCOE will continue to monitor and take actions as necessary to maintain all facilities under its jurisdiction.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Routine repairs and maintenance 0000: Unrestricted Base \$70,407 Deferred maintenance 5000-5999: Services And Other Operating Expenditures Base \$10,000 Custodial Time 2000-2999: Classified Personnel Salaries Base \$47,983
Annual facility inspections conducted.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	County Superintendent time 1000-1999: Certificated Personnel Salaries Base \$300

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Maintain focus upon upkeep and cleanliness of CCOE facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCOE will continue to monitor and take actions as necessary to maintain all facilities under its jurisdiction.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Routine repairs and maintenance 0000: Unrestricted Base \$70,407 Deferred maintenance - painting 5000-5999: Services And Other Operating Expenditures Base \$10,000 Custodial Time 2000-2999: Classified Personnel Salaries Base \$47,983
Annual facility inspections conducted.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	County Superintendent time 1000-1999: Certificated Personnel Salaries Base \$300

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: Maintain focus upon upkeep and cleanliness of CCOE facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CCOE will continue to monitor and take actions as necessary to maintain all facilities under its jurisdiction.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Routine repairs and maintenance 0000: Unrestricted Base \$70,407 Deferred maintenance - painting 5000-5999: Services And Other Operating Expenditures Base \$10,000 Custodial Time 2000-2999: Classified Personnel Salaries Base \$47,983

		_ Other Subgroups: (Specify)	
Annual facility inspections conducted.	LEA Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	County Superintendent time 1000-1999: Certificated Personnel Salaries Base \$300

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

GOAL 6:	Maintain a county-wide collaborative process for developing and revising the "Expelled Youth Plan" and continue to operate programs to meet this need.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 <input checked="" type="checkbox"/> 10 _ Local : Specify
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Identified Need : Provide quality educational services to 100% of expelled youth.

Goal Applies to:	Schools: County Wide	Applicable Pupil Subgroups: Expelled youth
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Continue to work with all schools and districts in the county to maintain an "Expelled Youth Plan."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to meet annually with county districts to coordinate and maintain the "Expelled Youth Plan."	County-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative time 1000-1999: Certificated Personnel Salaries Base \$1,160

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: Continue to work with all schools and districts in the county to maintain an "Expelled Youth Plan."

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to meet annually with county districts to coordinate and maintain the "Expelled Youth Plan."	County-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Administrative time 1000-1999: Certificated Personnel Salaries Base \$1,160

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Continue to work with all schools and districts in the county to maintain an "Expelled Youth Plan."		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to meet annually with county districts to coordinate and maintain the "Expelled Youth Plan."	County-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative time 1000-1999: Certificated Personnel Salaries Base \$1,160

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

GOAL 7:	CCOE will provide educational content aligned to the state standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Effective delivery of Common Core State Standards. Stakeholders noted that current curricula and courses are aligned to previous standards. Students will need updated and aligned curricula to meet Common Core. Some stakeholders suggested digital curricula with more accessible technology. Measurements to determine progress will include the following: participation in staff development, evidence of implementation of standards-aligned materials, (lesson plans, classroom visits and observations, course descriptions/catalog student achievement on standards-aligned assessments (including CAASPP)).
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Goal Applies to:	Schools: CRA & Oakendell Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase in the implementation of standards-aligned materials: lesson plans, classroom visits and observations; updated course descriptions, and increased student achievement on standards-aligned assessments (including CAASPP).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers will participate in, and complete, ongoing training on the California State Standards.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development 1000-1999: Certificated Personnel Salaries Base \$3,500 Trainers and Coaches 5000-5999: Services And Other Operating Expenditures Base \$550 Conferences 5000-5999: Services And Other Operating Expenditures Title I \$5,450
Teachers will participate, by committee, in recommending the adoption and development of standards aligned curriculum.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Teacher Time 1000-1999: Certificated Personnel Salaries Base \$5,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Teachers and administrators will update course descriptions to reflect the new California State Standards.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher and administrative time 1000-1999: Certificated Personnel Salaries Base \$3,000
Administration will regularly visit classrooms to assure implementation of California State Standard instruction and materials. They will provide timely confidential feedback as well as periodic aggregate data to check the progress of implementation.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative time 1000-1999: Certificated Personnel Salaries Base \$2,000
Teachers will use an assessment program to track student levels and progress in ELA and math.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase a new assessment tool 4000-4999: Books And Supplies Title I \$5,000
Students will be provided intervention services to help shore up ELA and math skills.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Hire a intervention teacher 1000-1999: Certificated Personnel Salaries Title I \$78,097

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Increase in the implementation of standards-aligned materials: lesson plans, classroom visits and observations; updated course descriptions, and increased student achievement on standards-aligned assessments (including CAASPP).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers will participate in ongoing training on the California State Standards.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development 1000-1999: Certificated Personnel Salaries Base \$3,500 Trainers and Coaches 5000-5999: Services And Other Operating Expenditures Base \$550 Conferences 5000-5999: Services And Other Operating Expenditures Title I \$5,450
Teachers will participate, by committee, in recommending the adoption and development of standards-aligned curriculum.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Time 1000-1999: Certificated Personnel Salaries Base \$5,000
Teachers and administrators will update course descriptions to reflect the new California State Standards.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher and administrative time 1000-1999: Certificated Personnel Salaries Base \$3,000
Administration will regularly visit classrooms to assure implementation of California State Standard instruction	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administrative time 1000-1999: Certificated Personnel

<p>and materials. They will provide timely confidential feedback as well as periodic aggregate data to check the progress of implementation.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries Base \$2,000</p>
<p>Teachers will use an assessment program to track students levels and progress in ELA and math.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain assessment tool 4000-4999: Books And Supplies Base \$5,000</p>
<p>Students will be provided intervention services to help shore up ELA and math skills.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain a intervention teacher 1000-1999: Certificated Personnel Salaries Title I \$78,097</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in the implementation of standards-aligned materials: lesson plans, classroom visits and observations; updated course descriptions, and increased student achievement on standards-aligned assessments (including CAASPP).</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>All teachers will participate in ongoing training on the California State Standards.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>Staff development 1000-1999: Certificated Personnel Salaries Base \$3,500 Trainers and Coaches 5000-5999: Services And Other Operating Expenditures</p>

		English proficient _ Other Subgroups: (Specify)	Base \$550 Conferences 5000-5999: Services And Other Operating Expenditures Title I \$5,450
Teachers will participate, by committee, in recommending the adoption and development of standards-aligned curriculum.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Time 1000-1999: Certificated Personnel Salaries Base \$5,000
Teachers and administrators will update course descriptions to reflect the new California State Standards.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher and administrative time 1000-1999: Certificated Personnel Salaries Base \$3,000
Administration will regularly visit classrooms to assure implementation of California State Standard instruction and materials. They will provide timely confidential feedback as well as periodic aggregate data to check the progress of implementation.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrative time 1000-1999: Certificated Personnel Salaries Base \$2,000
Teachers will use an assessment program to track students levels and progress in ELA and math.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain assessment tool 4000-4999: Books And Supplies Title I \$5,000

<p>Students will be provided intervention services to help shore up ELA and math skills.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain a intervention teacher 1000-1999: Certificated Personnel Salaries Title I \$78,097</p>

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

GOAL 8:	Increase parent/guardian engagement in activities that both connect them to the site's learning environment as well as provide opportunities for input about their students' education.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Traditionally, very few parents/guardians have attended meetings or activities hosted by the alternative education schools. More effort can be made by CCOE and site staff to encourage parents/guardians to engage with the school community. Feedback to address this issue included: school sites host more positive student recognition and rewards events; consistent and regular communications sent home; conduct regular parent informational meetings; offer parenting classes and counseling/support groups especially for foster parents; utilize Facebook or other social media to engage parents; provide parents/guardians access to view student attendance and grades online. Progress will be measured by increased parent attendance at CCOE/site-hosted events and/or participation in school site council and other school-based activities.
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Goal Applies to:	Schools: CRA & Oakdenell	Applicable Pupil Subgroups: All Students
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Parent attendance at CCOE/Site hosted events will increase by 2% parents attending regularly scheduled events (3 parents engaged in the process in 14-15). Input from parents will be sought in making decisions for the county office and school site through increased exposure in social media, web site, newsletters and the Community Advisory Committee (CAC), the CAC is a parent group, in conjunction with educators, looking for ways to meet children's special needs. They meet four times a year. Increase in parent log-in activity to the parent portal.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Both site administrators and LEA staff will continue to create new avenues for communication for parents/guardians such as training parents on the Parent Portal, maintaining an active social media campaign, web site, and sending publications (translated, as needed) on a regular basis.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Continue to utilize web site for parent communication 5800: Professional/Consulting Services And Operating Expenditures Base \$3,300 SMS (texting) ability from Infinite Campus 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000

		(Specify)	
Staff will continue to create and administer regular-occurring positive recognition activities for parents/guardians to attend.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Incentives and awards 4000-4999: Books And Supplies Supplemental \$2,000 Costs of mailing notes and newsletters 0000: Unrestricted Base \$1,000
Provide transportation or reimbursement for fuel to parents in need of services to attend site based events and meetings.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide transportation to parents in need of services to attend site-based events and meetings. 5000-5999: Services And Other Operating Expenditures Supplemental \$500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Parent attendance at CCOE/Site hosted events will increase by 2% parents attending regularly scheduled events (3 parents engaged in the process in 14-15). Input from parents will be sought in making decisions for the county office and school site through increased exposure in social media, web site, newsletters and the Community Advisory Committee (CAC), the CAC is a parent group, in conjunction with educators, looking for ways to meet children's special needs. They meet four times a year. Increase in parent log-in activity to the parent portal.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Both site administrators and LEA staff will continue to create new avenues for communication for parents/guardians such as training parents on the Parent Portal, maintaining an active social media campaign, web site, and sending publications (translated, as needed) on a regular basis.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to utilize web site for parent communication 5800: Professional/Consulting Services And Operating Expenditures Base \$3,300 SMS (texting) ability from Infinite Campus 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000

<p>Staff will continue to create and administer regular-occurring positive recognition activities for parents/guardians to attend.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Incentives and awards 4000-4999: Books And Supplies Supplemental \$2,000 Costs of mailing notes and newsletters 0000: Unrestricted Base \$1,000</p>
<p>Provide transportation or reimbursement for fuel to parents in need of services to attend site based events and meetings.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide transportation to parents in need of services to attend site-based events and meetings. 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Parent attendance at CCOE/Site hosted events will increase by 2% parents attending regularly scheduled events (3 parents engaged in the process in 14-15). Input from parents will be sought in making decisions for the county office and school site through increased exposure in social media, web site, newsletters and the Community Advisory Committee (CAC), the CAC is a parent group, in conjunction with educators, looking for ways to meet children's special needs. They meet four times a year. Increase in parent log-in activity to the parent portal.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Both site administrators and LEA staff will continue to create new avenues for communication for parents/guardians such as training parents on the Parent Portal, maintaining an active social media campaign, web site, and sending publications (translated, as needed) on a regular basis.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Continue to utilize web site for parent communication 5800: Professional/Consulting Services And Operating Expenditures Base \$3,300 SMS (texting) ability from Infinite Campus 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>

<p>Staff will continue to create and administer regular-occurring positive recognition activities for parents/guardians to attend.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Incentives and awards 4000-4999: Books And Supplies Supplemental \$2,000 Costs of mailing notes and newsletters 0000: Unrestricted Base \$1,000</p>
<p>Provide transportation or reimbursement for fuel to parents in need of services to attend site based events and meetings.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide transportation to parents in need of services to attend site-based events and meetings. 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p>

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

GOAL 9:	Create responsible and productive citizens.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Stakeholders have identified an area of need as character building. Many of the students in the county operated programs are expelled or have been incarcerated and have experienced difficulty with life-choices. There was a request for a mentoring program, character building curriculum, peer mediation and academic tutoring. Measured by reduction in behavior referrals, increase in positive recognition of students, and an increase in the number of students applying to post-secondary education.
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Goal Applies to:	Schools: CRA & Oakendell	
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Reduction in behavior referrals, especially suspension and expulsion rates; increase in positive recognition of students, and an increase in the number of students applying to post-secondary education. Increase in the sense of safety and school connectedness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Connect students and parents with youth mentoring services offered in the county.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff will continue coordinate mentoring referrals. 1000-1999: Certificated Personnel Salaries Base \$500
Students will engage in community service opportunities within the county.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Continue with community service projects 4000-4999: Books And Supplies Supplemental \$200

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students will have access to academic tutoring as needed.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to support tutoring needs 1000-1999: Certificated Personnel Salaries Title I \$78,097
Students will participate in and lead peer mediation services to resolve conflicts on campus.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Implement peer mediation programs and services for students 1000-1999: Certificated Personnel Salaries Base \$200
Staff will continue to implement a Character Education program.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Organize assembly with character based focus 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Reduction in behavior referrals, especially suspension and expulsion rates; increase in positive recognition of students, and an increase in the number of students applying to post-secondary education. Increase in the sense of safety and school connectedness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Connect students and parents with youth mentoring services offered in the county.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff will continue coordinate mentoring referrals. 1000-1999: Certificated Personnel Salaries Base \$500
Students will engage in community service opportunities within the county.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue with community service projects 4000-4999: Books And Supplies Supplemental \$200
Students will have access to academic tutoring as needed.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time to support tutoring needs 1000-1999: Certificated Personnel Salaries Title I \$78,097
Students will participate in and lead peer mediation services to resolve conflicts on campus.	School-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Implement peer mediation programs and services for students 1000-1999: Certificated Personnel Salaries Base \$200

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Staff will continue to implement a Character Education program.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Organize assembly with character based focus 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	Reduction in behavior referrals, especially suspension and expulsion rates; increase in positive recognition of students, and an increase in the number of students applying to post-secondary education. Increase in the sense of safety and school connectedness.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Connect students and parents with youth mentoring services offered in the county.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staff will continue coordinate mentoring referrals. 1000-1999: Certificated Personnel Salaries Base \$500
Students will engage in community service opportunities within the county.	School-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue with Friday Night Live community service projects 4000-4999: Books And Supplies Supplemental \$200

<p>Students will have access to academic tutoring as needed.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff time to support tutoring needs 1000-1999: Certificated Personnel Salaries Base \$78,097</p>
<p>Students will participate in and lead peer mediation services to resolve conflicts on campus.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Implement peer mediation programs and services for students 1000-1999: Certificated Personnel Salaries Base \$200</p>
<p>Staff will continue to implement a Character Education program.</p>	<p>School-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Organize assembly with character based focus 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>

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

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?

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

Original GOAL 1 from prior year LCAP:	Students will participate in a hands-on learning experience to better prepare them for college and career.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: CRA & Oakendell	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	80% of students will participate in classroom-based programs with hands-on activities during core class instruction, including science courses as measured by enrollment data and transcripts. All teachers will be appropriately credentialed (currently 100%), use standards-aligned instructional materials (currently 100%), implement state board adopted content and performance standards (current 75%), enable English learners to access the Common Core State Standards and English Language Development standards to gain proficiency, toward high school graduation (the ELL population is very small, only 2 students and therefore is addressed with all students). A broad course of study is provided in accordance with Educational Code (100%) to all students including un-duplicated and those with exceptional needs (100%).	Actual Annual Measurable Outcomes:	100% of the students at CRA had access to the two shop areas through their science and math classes. Both teachers are appropriately credentialed, and lessons are designed following CCSS, though textbook materials are not aligned to the current standards. All students were enrolled in a broad course of study as demonstrated by course enrollments and transcripts.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers and Admin will develop course offerings to tie together Common Core Standards; Career Technical Standards; hands-on learning using standards-aligned instructional materials; and implementation of state board adopted content and performance standards. This will in turn provide a broad course of study for all students.	Staff and visitations to programs operating similar courses. 3-days teacher and admin time 1000-1999: Certificated Personnel Salaries \$6,500 Staff safety training for science and CTE courses. 1000-1999: Certificated Personnel Salaries Base \$2,000	Visitations to other programs were not accomplished. But the plan is to complete visitations next year. Science teacher was sent to two trainings	Visitations 1000-1999: Certificated Personnel Salaries Base \$0 Science & CTE Training - sub costs 1000-1999: Certificated Personnel Salaries Base \$250 Conference Attendance 5000-5999: Services And Other Operating Expenditures Base \$225

<p>Scope of Service School-Wide</p>		<p>Scope of Service School-Wide</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Purchase support materials for hands on learning.</p>	<p>Instructional Materials for 3D printing, Maker projects, and Applied Engineering 4000-4999: Books And Supplies \$10,000 Robotics curriculum and kits 4000-4999: Books And Supplies Base \$3,500 Laser cutter 4000-4999: Books And Supplies Base \$5,000</p>	<p>Purchased and installed lab and work space equipment. Purchase and implemented Lego Robotics Purchased and installed a laser cutter Purchased and implemented a tool safety training program for students.</p>	<p>Instructional Materials 4000-4999: Books And Supplies Title I \$10,000 Robotics 4000-4999: Books And Supplies Title I \$3,851 Laser Cutter 4000-4999: Books And Supplies Title I \$1,668</p>
<p>Scope of Service School-Wide</p>		<p>Scope of Service School-Wide</p>	
<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Maintain that all teachers at CCOE are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p>	<p>CCOE requires all teachers be highly qualified upon hire, or agree to become highly qualified within 2-years at the teachers expense. \$0</p>	<p>All teachers are appropriately credentialed for their assignment.</p>	<p>HQ Teachers \$0</p>
<p>Scope of Service LEA Wide</p>		<p>Scope of Service LEA Wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.		

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

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

Original GOAL 2 from prior year LCAP:	School sites will create/maintain a positive and safe school climate to promote increased student achievement and positive outcomes.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: CRA Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	Student behavior referrals, including suspension rates will decrease by 5% over the previous year (8.7 per student) including expulsion rates (there were no expulsions). Student attendance rates will improve by 1%, chronic absenteeism will decrease by 1%, middle and high school dropout rates will decline by 1%, and graduation rates will increase by 1%. There will be an increased sense of safety and school connectedness based on the Health Kids Survey of 5% (based upon 14-15 year end results).		<p>Actual Annual Measurable Outcomes:</p> <p>Overall referral numbers have increased (as has the overall student population). However, most of that increase has been in minor issues that result in lunch detentions. Positive referrals have increased about 20%. ISR has reduced just under 40%. ISS has increased about 10%. And At-home suspensions have decrease by about 40%.</p> <p>Attendance rates have decreased.</p> <p>Chronic absenteeism rate: 13 of 26 students (50.29%) missed 10% of more of instructional days. Sever Chronic rate is 6 of 26 students 25.4% are missing 20% or more of instructional days. This is a good shift as the 2014-15 school year the Severe Chronic rate was 34.4% and the Chronic rate was 18.8%. Students are showing up more and the Severely Chronic rate has been reduced by 6.6%.</p> <p>Drop out rates: No Middle School Dropouts, only 1 High School Drop out this year.</p> <p>Graduation rates are yet to be determined, but it is projected to be less than in previous years due to a lack of seniors and limited number of students on independent study.</p> <p>Nearly the entire student body took the Healthy Kids Survey in November of 2015. 7 staff members took it, and 12 parents. Currently the HKS is given once every two years, the plan is to move to an annual survey to provide more meaningful data. From the current survey 14% of the students felt unsafe, leaving 86% feeling safe. 78% of the students felt high or moderate level</p>

		of school connectedness.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Train staff in substance abuse awareness, identification, and intervention.</p>	<p>Continued substance and Alcohol Diversion/Intervention curriculum & training</p> <p>4000-4999: Books And Supplies Base \$2,500</p> <p>Updated Restorative Justice training 1000-1999: Certificated Personnel Salaries Base \$500</p> <p>Collaborative Meeting Time 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p>Substance and Alcohol Diversion/Intervention curriculum & training remains and ongoing process.</p> <p>Restorative Justice was not implemented, but plans are to accomplish this next year.</p> <p>Collaborative meeting time was used around staff training and will continue to be in the future.</p>	<p>Substance and Alcohol Diversion/Intervention curriculum 4000-4999: Books And Supplies Base \$0</p> <p>Restorative Justice training 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Collaborative Meeting Time 1000-1999: Certificated Personnel Salaries Base \$1,396</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase access and awareness to counseling services for specified populations.</p>	<p>Priority access to school based counseling services</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$37,000</p>	<p>Students in identified were provided priority access to school based counseling.</p>	<p>Priority access to school based counseling services 1000-1999: Certificated Personnel Salaries Supplemental \$57,232</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p>	

<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.		

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Original GOAL 3 from prior year LCAP:	CCOE expects students to be prepared for success in today's global society, through a rigorous high school education which includes the development of career skills.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: CRA & Oakendell	-----
	Applicable Pupil Subgroups:	All Students

Expected Annual Measurable Outcomes:	Increase in the number of students who are attending post-secondary educational institution, are gainfully employed, or are serving in the military as compared to the baseline data collected from the 2013-14 12th graders by 1%. Data regarding pupil achievement will be monitored from statewide assessments (the API is no longer in effect); completion of courses that meet California State University and career technical education standards (the program does not offer University of California a-g courses nor advance placement courses). The English Language Learner population is minimal, but CELDT and reclassification progress is tracked by student. Increase students taking the Early Assessment Program test for college preparedness by 1 student, none currently take the test.	Actual Annual Measurable Outcomes:	We know of a 2009 graduate who is working full time, a 2012 graduate who is working at McDonalds, 2 - 2014 graduates who are going to college, 6 - 2015 graduates who are working, going to college, or going into the military (five are going to college or have enrolled since graduating; one finished a trade school program for medical, one who has been taking college classes is planning on going into the Marines) EAP (Early Assessment Program) status is generated by a student's CAASPP scores. There are four levels: Ready, Conditionally Ready, Not Yet Ready, and Not Ready. These levels are equated to given CAASPP levels: i.e. Not Ready equals "Level 1 Standard Not Met," Not Ready equals "Level 2 Standard Nearly Met," etc. Students in grades 6-8 and 11 took the CAASPP. Of those whose score we have: Most scored Level 1 (in middle and high school), 5 scored Level 2 (2 in middle school math, 2 in middle school ELA; 1 high school).
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop inter-agency agreements with existing CTE programs within Calaveras County.	Administrative Time 1000-1999: Certificated Personnel Salaries Base \$1,500	A strong relationship with Job Connections was created. They provided students connections to jobs as well as career skills training.	Administrative Time 1000-1999: Certificated Personnel Salaries Base \$917

<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide	
Scope of Service	School-Wide						
Scope of Service	School-Wide						
<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Increase academic and career identification planning.</p>	<p>Counseling Time</p> <p>1000-1999: Certificated Personnel Salaries Base \$27,200</p> <p>Update Career interest survey software 5000-5999: Services And Other Operating Expenditures Base \$1,000</p> <p>Needs survey to determine CTE course direction. 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>A new career interest survey software was purchased (VirtualJobShadow.com). This program also provides course pathways.</p>	<p>VirtualJobShadow.com - career interest software 4000-4999: Books And Supplies Base \$697.00</p> <p>Counseling Time 1000-1999: Certificated Personnel Salaries Base \$884</p> <p>Needs survey to determine CTE course direction. 1000-1999: Certificated Personnel Salaries Base \$0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide	
Scope of Service	School-Wide						
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<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Develop Career Technical Education (CTE) course offerings.</p>	<p>Staff time to develop and implement course. 1000-1999: Certificated Personnel Salaries Base \$38,000</p>	<p>This item was not accomplished and is being continued to next year.</p>	<p>Staff time to develop and implement course. 1000-1999: Certificated Personnel Salaries Base \$0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide	
Scope of Service	School-Wide						
Scope of Service	School-Wide						

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Encourage participation in CTE offerings within the county</p>	<p>In the event other district CTE courses require fees, they would be covered by the school for the student. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>With the elimination of ROP and movement to CTE by the state there is a limitation on what students can participate in at other schools. This item will be re-evaluated.</p>	<p>Cover students CTE course cost 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.</p>		

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Original GOAL 4 from prior year LCAP:	Maintain county-wide coordination of services for the educational needs of foster youth.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 <u>X</u> Local : Specify	
Goal Applies to:	Schools: <u>County-Wide</u> Applicable Pupil Subgroups: <u>Foster Youth Students</u>		
Expected Annual Measurable Outcomes:	Maintain Foster Youth Services Coordinator to develop more rapport with county schools to minimize changes in school placement; provide education-related information to the county child welfare agency to assist in delivery of services to foster children; respond to requests from juvenile courts for information and coordination of educational services, and establish a mechanism to the efficient and expeditious transfer of health and educational records.	Actual Annual Measurable Outcomes: The Foster Youth Coordinator position was made full-time. New grant funding and a detail plan has been developed. 4,600 calls were conducted during the year to support schools.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CCOE will continue to provide Foster Youth Services coordination to all schools within the county.	Foster Youth Services Coordinator 2000-2999: Classified Personnel Salaries Other \$35,807	The Foster Youth Coordinator position was increased from .6 FTE to full time.	Foster Youth Services Coordinator 2000-2999: Classified Personnel Salaries Foster Youth Grant \$40,413
Scope of Service: <u>County-Wide</u>		Scope of Service: <u>County-Wide</u>	
<u>_</u> All OR: <u>_</u> Low Income pupils <u>_</u> English Learners <u>X</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups: (Specify)		<u>X</u> All OR: <u>_</u> Low Income pupils <u>_</u> English Learners <u>_</u> Foster Youth <u>_</u> Redesignated fluent English proficient <u>_</u> Other Subgroups: (Specify)	
What changes in actions, _____		After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the	

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

goals and actions will remain the same without major changes.

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Original GOAL 5 from prior year LCAP:	Maintain "good" status with county educational facilities.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All CCOE Programs Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Maintain focus upon upkeep and cleanliness of CCOE facilities.	Actual Annual Measurable Outcomes:	All facilities operated by CCOE are up-kept and clean per the facilities inspection tool.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CCOE will continue to monitor and take actions as necessary to maintain all facilities under its jurisdiction.	Routine repairs and maintenance 0000: Unrestricted Base \$32,750 Deferred maintenance - painting 5000-5999: Services And Other Operating Expenditures Other \$50,000 Custodial Time 2000-2999: Classified Personnel Salaries Base \$21,150	All CCOE maintained facilities are maintained and meet the "good" status or better as defined by the Facility Inspection Process.	Routine repairs and maintenance 0000: Unrestricted Base \$38,553 Deferred maintenance - HVAC 5000-5999: Services And Other Operating Expenditures Base \$5,555 Custodial Time 2000-2999: Classified Personnel Salaries Base \$42,849
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Annual facility inspections conducted.	County Superintendent time 1000-1999: Certificated Personnel Salaries Base \$1,500	Annual facility inspections were conducted by the County Superintendent or designee.	County Superintendent or designee time 1000-1999: Certificated Personnel Salaries Base \$202 Mileage to sites 5000-5999: Services And Other Operating Expenditures Base \$28
Scope of Service	LEA Wide	Scope of Service	LEA Wide
<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.		

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Original GOAL 6 from prior year LCAP:	Maintain a county-wide collaborative process for developing and revising the "Expelled Youth Plan" and continue to operate programs to meet this need.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 <input checked="" type="checkbox"/> 10 _ Local : Specify		
Goal Applies to:	Schools: County Wide ----- Applicable Pupil Subgroups: Expelled youth			
Expected Annual Measurable Outcomes:	Continue to work with all schools and districts in the county to maintain an "Expelled Youth Plan."	Actual Annual Measurable Outcomes: The countywide Expelled Youth Plan has been updated in cooperation with the local school districts. The link to the plan can be located on this web page http://www.ccoe.k12.ca.us/domain/15		
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to meet annually with county districts to coordinate and maintain the "Expelled Youth Plan."		Administrative time 1000-1999: Certificated Personnel Salaries Base \$1,160	The Expelled Youth Plan was updated through a collaborative process with the districts in Nov. 2015. Administrative time 1000-1999: Certificated Personnel Salaries Base \$1,076	
Scope of Service	County-Wide		Scope of Service	County-Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.			

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Original GOAL 7 from prior year LCAP:	CCOE will provide educational content aligned to the state standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: CRA & Oakendell ----- Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Increase in the implementation of standards-aligned materials: lesson plans, classroom visits and observations; updated course descriptions, and increased student achievement on standards-aligned assessments (including CAASPP).	Actual Annual Measurable Outcomes: Classroom curriculum is designed around the California State Standards (formerly: Common Core State Standards) in all core subjects. However, textbooks are not always used for science in Mr. Kenney's classroom. At the beginning of the school year, the two teachers at CRA met to collaborate lessons (ELA/Social Studies and Math/Science). The intent was to create lessons that included all core subjects, lessons that met CCSS, and were hands-on (Kind of like STEM but to also include English and Social Studies). Teachers did not carry through with this plan throughout the year. Khan Academy is used for the majority of the math curriculum.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures	Estimated Actual Annual Expenditures	
All teachers will participate in, and complete, ongoing training on the California State Standards.	Staff development 1000-1999: Certificated Personnel Salaries Base \$3,500	Staff development was held on the California State Standards. Trainers and coaches were not utilized this year, but are planned for next year.	Staff development 1000-1999: Certificated Personnel Salaries Base \$400
	Trainers and Coaches 5000-5999: Services And Other Operating Expenditures Base \$2,500		Trainers and Coaches 5000-5999: Services And Other Operating Expenditures Base \$0
	Conferences 5000-5999: Services And Other Operating Expenditures Base \$3,500	Staff attended several conferences.	Conferences 5000-5999: Services And Other Operating Expenditures Base \$200

<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers will participate, by committee, in recommending the adoption and development of standards aligned curriculum.</p>	<p>Teacher Time 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p>Teachers continue to evaluate curriculum, however none has been found to adequately address the needs of alternative students.</p>	<p>Teacher Time 1000-1999: Certificated Personnel Salaries Base \$250</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Teachers and administrators will update course descriptions to reflect the new California State Standards.</p>	<p>Teacher and administrative time 1000-1999: Certificated Personnel Salaries Base \$3,000</p>	<p>Updating of course descriptions remains a work in progress.</p>	<p>Teacher and administrative time 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Administration will regularly visit classrooms to assure implementation of California State Standard instruction and materials. They will provide timely confidential feedback as well as periodic aggregate data to check the progress of implementation.</p>	<p>Administrative time 1000-1999: Certificated Personnel Salaries Base \$22,996</p>	<p>Classroom visitations were conducted many times during the year. Feedback was provided to teachers both informally and formally.</p>	<p>Administrative time 1000-1999: Certificated Personnel Salaries Base \$1,718</p>
<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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Original GOAL 8 from prior year LCAP:	Increase parent/guardian engagement in activities that both connect them to the site's learning environment as well as provide opportunities for input about their students' education.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: CRA & Oakdenell	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	<p>Parent attendance at CCOE/Site hosted events will increase by 2% parents attending regularly scheduled events (3 parents engaged in the process in 14-15). Input from parents will be sought in making decisions for the county office and school site through increased exposure in social media, web site, newsletters and the Community Advisory Committee (CAC), the CAC is a parent group, in conjunction with educators, looking for ways to meet children's special needs. They meet four times a year.</p> <p>Increase in parent log-in activity to the parent portal.</p>	Actual Annual Measurable Outcomes:	<p>Parent engagement has increased considerably this year. Aside from parent involvement in IEPs or with discipline issues, parents have been involved with CRA in the following ways:</p> <p>Intakes: CRA has conducted student intakes as well as parent intakes. Each parent, whether of a new student or old, has been interviewed using our intact process. This is conducted by the school counselor.</p> <p>17 parents participated in intake interviews with the school counselor, 4 parents participated with the Holiday Feast in December, 5 parents for Day of Hope, and approximately 12 parents took the Healthy Kid's Survey.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Both site administrators and LEA staff will continue to create new avenues for communication for parents/guardians such as training parents on the Parent Portal, maintaining an active social media campaign, web site, and sending publications (translated as needed) on a regular basis.	<p>Continue to utilize web site for parent communication</p> <p>0000: Unrestricted Base \$3,100</p> <p>SMS (texting) ability from Infinite Campus 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000</p>	<p>Communication to parents through multiple modalities is accomplished and will continue to be provided. Parents are provided information via the web site, email, phone calls, auto dialers and in-person meetings.</p> <p>The SMS (texting) service was not added this year, but plans are in process to add it next year.</p>	<p>Continue to utilize web site for parent communication</p> <p>0000: Unrestricted Base \$3,192</p> <p>SMS (texting) ability from Infinite Campus 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>

<p>Scope of Service School-Wide</p>		<p>Scope of Service School-Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff will continue to create and administer regular-occurring positive recognition activities for parents/guardians to attend.</p>	<p>Incentives and awards 4000-4999: Books And Supplies Supplemental \$2,000 Costs of mailing notes and newsletters 0000: Unrestricted Base \$1,000</p>	<p>Positive recognition activities were provided to students; however parent attendance was low. Plans are in process to expand activities for next year.</p>	<p>Incentives and awards 4000-4999: Books And Supplies Title I \$1,400 Costs of mailing notes and newsletters 0000: Unrestricted Base \$656</p>
<p>Scope of Service School-Wide</p>		<p>Scope of Service School-Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide transportation or reimbursement for fuel to parents in need of services to attend site based events and meetings.</p>	<p>Provide transportation to parents in need of services to attend site based events and meetings. 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p>	<p>Parents were offered transportation reimbursement but no parents used this service. The service will remain an option into the future.</p>	<p>Provide transportation to parents in need of services to attend site-based events and meetings. 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>
<p>Scope of Service </p>		<p>Scope of Service </p>	
<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.</p>		

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

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

Original GOAL 9 from prior year LCAP:	Create responsible and productive citizens.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: CRA & Oakendell Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Reduction in behavior referrals, especially suspension and expulsion rates; increase in positive recognition of students, and an increase in the number of students applying to post-secondary education. Increase in the sense of safety and school connectedness.	<p>Actual Annual Measurable Outcomes:</p> <p>As of Match 2016:</p> <ul style="list-style-type: none"> • Positive referrals last school year (7/28/14-3/2/15) = 45 (total = 59/yr); (7/27/15-3/2/16) = 55 • Lunch detentions last school year (7/28/14-3/2/15) = 159 (total = 214/yr); (7/27/15-3/2/16) = 331 • In-school Refocusing last school year (7/28/14-3/2/15) = 162 (total = 200/yr); (7/27/15-3/2/16) = 102 • In-school Suspensions last school year (7/28/14-3/2/15) = 39 (total = 51/yr); (7/27/15-3/2/16) = 44 • At-home Suspensions last school year (7/28/14-3/2/15) = 22 (total = 30/yr); (7/27/15-3/2/16) = 14 • Total number of students during equal time period: 61 for 2014-2015 (27 on IS), 46 for 2015-2016 (10 on IS) <p>We had at least 5 (2014-2015 or early 2015-2016 graduates, that we know of) who are currently attending community college.</p> <p>Safety and school connectedness: Because the survey was administered every-other year, there is no comparable data (in other words, a year-to-year change could not be determined). However, the intention from this point forward is administer the survey annually so that data could more viably be compared.</p>	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Connect students and parents with youth mentoring services offered in	Staff will continue coordinate	Referrals to youth mentoring remain and important service offered to	Staff will continue coordinate

the county.	mentoring referrals. 1000-1999: Certificated Personnel Salaries Other \$500	students.	mentoring referrals. 1000-1999: Certificated Personnel Salaries Base \$250				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide	
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Students will engage in community service opportunities within the county.	Continue with Friday Night Live community service projects 4000-4999: Books And Supplies Base \$200	Students participated in Friday Night Live and volunteered at the local food bank (especially after the Butte Fire).	Continue with Friday Night Live community service projects 4000-4999: Books And Supplies Base \$0				
<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>School-Wide</td> </tr> </table>	Scope of Service	School-Wide	
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Students will have access to academic tutoring as needed.	Staff time to support tutoring needs 1000-1999: Certificated Personnel Salaries Base \$302,000	Students were provided access to academic tutoring as needed but very few accessed this service.	Staff time to support tutoring needs 1000-1999: Certificated Personnel Salaries Base \$0				
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<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will participate in and lead peer mediation services to resolve conflicts on campus.</p>	<p>Implement peer mediation programs and services for students 1000-1999: Certificated Personnel Salaries Other \$200</p>	<p>Peer mediation remains a goal, but this program was not implement this year.</p>	<p>Implement peer mediation programs and services for students 1000-1999: Certificated Personnel Salaries Base \$0</p>
<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Staff will select and implement a new Character Education program.</p>	<p>Update character education curriculum 4000-4999: Books And Supplies Base \$0 Organize assembly with character based focus 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>A new character education program was implemented (Over Coming Obstacles) for all grade levels. This program will be continued to be used in the future. (free program) Assemblies have not been implement this past year. But are in the plans for next year.</p>	<p>Update character education curriculum 4000-4999: Books And Supplies Base \$0 Organize assembly with character based focus 5000-5999: Services And Other Operating Expenditures Supplemental \$0</p>
<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		After implementing, monitoring and evaluating the goals and actions for 2015-16 the LCAP with input from stakeholders the goals and actions will remain the same without major changes.	

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

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:	\$291,455
Calaveras County Office of Education has enrollment of unduplicated pupils in excess of 55% of the county's total enrollment in 2015-16 for the current LCAP. Therefore CCOE is county-wide and may expend supplemental and concentration funding on a county-wide basis. CCOE is not receiving an increase in funding as the hold-harmless level exceeds the calculated target. \$291,455 has been identified as concentration and supplemental funding which will be used specifically to increase achievement of low income, foster youth, and English learners through accurate teacher assignment and training, curriculum and instruction improvements, student and parent engagement activities, career preparation, character building, and safe school climate.	

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.

25.8 5	%
The CCOE has a 25.85% proportionality to be used for increasing and improving services. The enrollment of unduplicated pupils in excess of 55% of the county's total enrollment in 2015-16 for the current LCAP. Therefore CCOE is county-wide and may expend supplemental and concentration funding on a county-wide basis. CCOE is not receiving an increase in funding as the hold-harmless level exceeds the calculated target. Our plan has prioritized areas of service to benefit this population specifically, but will also benefit all students. The move to a more hands on curriculum as outlined in Goals 1, 3 and 7 will better prepare students for college and careers. We also expect it to improve school culture and reduce behavior instances as outlined in Goals 2, 8 and 9.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	638,063.00	213,862.00	632,032.00	554,032.00	554,032.00	1,740,096.00
	16,500.00	0.00	0.00	0.00	0.00	0.00
Base	490,556.00	99,298.00	208,060.00	213,060.00	286,157.00	707,277.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Foster Youth Grant	0.00	40,413.00	51,982.00	51,982.00	51,982.00	155,946.00
Other	86,507.00	0.00	0.00	0.00	0.00	0.00
Supplemental	44,500.00	57,232.00	126,306.00	126,306.00	127,346.00	379,958.00
Title I	0.00	16,919.00	245,684.00	162,684.00	88,547.00	496,915.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	638,063.00	213,862.00	632,032.00	554,032.00	554,032.00	1,740,096.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	36,850.00	42,401.00	71,407.00	71,407.00	71,407.00	214,221.00
1000-1999: Certificated Personnel Salaries	458,556.00	64,575.00	343,460.00	343,460.00	343,460.00	1,030,380.00
2000-2999: Classified Personnel Salaries	56,957.00	83,262.00	99,965.00	99,965.00	99,965.00	299,895.00
4000-4999: Books And Supplies	23,200.00	17,616.00	43,400.00	15,400.00	15,400.00	74,200.00
5000-5999: Services And Other Operating Expenditures	62,500.00	6,008.00	70,500.00	20,500.00	20,500.00	111,500.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	3,300.00	3,300.00	3,300.00	9,900.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	638,063.00	213,862.00	632,032.00	554,032.00	554,032.00	1,740,096.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	36,850.00	42,401.00	71,407.00	71,407.00	71,407.00	214,221.00
0000: Unrestricted	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		6,500.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Base	414,356.00	7,343.00	67,660.00	67,660.00	145,757.00	281,077.00
1000-1999: Certificated Personnel Salaries	Other	700.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	37,000.00	57,232.00	119,606.00	119,606.00	119,606.00	358,818.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	156,194.00	156,194.00	78,097.00	390,485.00
2000-2999: Classified Personnel Salaries	Base	21,150.00	42,849.00	47,983.00	47,983.00	47,983.00	143,949.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Foster Youth Grant	0.00	40,413.00	51,982.00	51,982.00	51,982.00	155,946.00
2000-2999: Classified Personnel Salaries	Other	35,807.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		10,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	11,200.00	697.00	7,160.00	12,160.00	7,160.00	26,480.00
4000-4999: Books And Supplies	Supplemental	2,000.00	0.00	2,200.00	2,200.00	3,240.00	7,640.00
4000-4999: Books And Supplies	Title I	0.00	16,919.00	34,040.00	1,040.00	5,000.00	40,080.00
5000-5999: Services And Other Operating Expenditures	Base	7,000.00	6,008.00	10,550.00	10,550.00	10,550.00	31,650.00
5000-5999: Services And Other Operating Expenditures	Other	50,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	5,500.00	0.00	4,500.00	4,500.00	4,500.00	13,500.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	55,450.00	5,450.00	5,450.00	66,350.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	3,300.00	3,300.00	3,300.00	9,900.00

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).