

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Inyo County Superintendent of Schools		
Contact Name and Title	Lisa Fontana Superintendent	Email and Phone	lfontana@icsos.us 760 873-3262

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Jill Kinmont Boothe School (JKBS) is a county community school run by the Inyo County Superintendent of Schools (ICSOS) and is located in Bishop, California to serve the six school districts within the county. ICSOS operates only one school, with less than 25 students each year. JKBS provides an alternative educational placement for students who are expelled from their regular schools, referred by the School Attendance Review Board (SARB) for attendance or behavior issues or are referred by probation. It is the goal of JKBS to meet individual student needs to allow them, through credit recovery or attendance or behavior contract completion to return to and graduate from their regular schools. Students, therefore, predominately work at their own pace, on individual goals and with the curriculum materials from their home schools. There is now an online program to better target individual student credit recovery needs.

The student population at JKBS is very small in number and tends to represent only middle and high schools; however there have been, very infrequently, elementary age students in attendance. Most often only one teacher is employed at JKBS. When the number of students increases, an instructional aide or another certificated teacher is hired to allow for continued focus on individual needs.

On the 2016-17 count day in October, there were 3 students enrolled. By the end of the school year, our school population increased to 23 students enrolled in grades 6-12. During this school year, none of the students were Foster Youth. Many data points for required LCAP metrics are not applicable due to the small populations served. Percentages are not calculated when the number of students tested is ten or less either because the number of students in the category is too small for statistical accuracy or to protect student privacy.

LCAP HIGHLIGHTS

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

The 2017-18 LCAP has three goals: Goal 1 is centered around operating the county's one alternative school (JKBS) and Goal 3 coordinating the instruction of expelled students. Goal 2 pertains to the coordination of services for Foster Youth.

REVIEW OF PERFORMANCE

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

Dashboard data is not applicable due to low number of students in the school. One area of progress this year resulted from providing probation office space at the county school. This resulted in increased counseling services for our students. The implementation of Odessyware to allow more options for credit recovery has been successful with 18 students accessing needed courses. In the area of Foster Youth, all 6 district superintendents in Inyo County were notified with the names and grade levels of foster youth attending those schools.

GREATEST PROGRESS

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

Dashboard data is not applicable due to low number of students in the school. The following is a summary of the needs at the county operated school (JKBS):

- Academic - need to offer a variety of courses for credit recovery
- Attendance - need to improve attendance rates and reduce the number of tardies
- Behavior/Social Emotional Skills - many students lack the ability to self-regulate their behavior; counseling and behavior modification are an on-going need

Based on the attendance rates for 2016-17, improving attendance in 2017-18 is our greatest need.

In the area of Foster Youth coordination with county health and human services, we have identified the need to lead the effort to establish a system for sharing information; ICSOS will set regular meetings with health and human services and continue to follow up with deliverables and action steps identified during those meetings.

GREATEST NEEDS

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

The county school had no performance gaps.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

LEA provides highly individualized support for all students including unduplicated pupils. With an unduplicated count over 55% and the LEA serving at-risk youth, the Actions/Services in the LCAP are principally directed toward and effective in meeting the needs of those students. The two to three most significant ways that the LEA will increase or improve services for unduplicated are:

- providing feedback at least bi-monthly for students on progress towards goals (academic progress, behavior and/or attendance) stated in each students' rehabilitation plan (Goal 1, Action 7)
- utilize an instructional assistant (Goal 1, Action 2) to meet individual students' academic or behavioral needs

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$8,682,183
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$339,140.00

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

The total budget for the ICSOS is \$8,682,183. Of that amount, \$8,343,043 is not included in the LCAP because funds are received for specific programs or services, such as preschool, special education, career technical education and other programs and services to school districts and students whose services, needs, and outcome data are described in school district LCAPs. County office services to support school district operations are funded by the state and not included in the LCAP because the LCAP is defined as describing services to students in county-operated programs.

\$4,402,614 Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

The Conditions for Learning at the County Community School will meet all requirements for teaching credentials, facilities, instructional materials, course access and standards alignment.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1.A Teachers will be 100% highly qualified.
 1. B. All students will have instructional materials aligned to the standards and mirroring those used in similar courses in their home schools, as reflected in annual SARC report
 1. C. FIT Inspections will rate facility in good repair and will be documented in the SARC
 2. A. Course materials aligned to standards as documented in instructional materials annual Board hearing
 7 A. B. C Course listings indicate all courses necessary for students to recover credit and complete courses necessary for successful re-enrollment in school of residence

ACTUAL

1.A JKBS teacher(s) were fully qualified as measured by CTC certification.
 1.B. All students had access to instructional materials aligned to SBE adopted standards and when possible mirror those used in their school of residence as reflected by the SARC. There are 0 Williams complaints.
 1C. FIT inspection rated facilities in good repair and is documented in the SARC.
 2.A. 7A.B.C. Course listing for JKBS indicated that all courses necessary for credit recovery and for successful re-enrollment in school of residence are available to all students including unduplicated pupils and individuals with exceptional needs.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED	ACTUAL

	All school COE instructional staff are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. Teachers will also have the capacity and desire to work successfully with low income, foster youth and at risk youth.	All school COE instructional staff were highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. Teachers also had the capacity and desire to work successfully with low income, foster youth and at risk youth.
Expenditures	<p>BUDGETED</p> <p>JKBS Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$66,079</p> <p>JKBS Teacher Benefits 3000-3999: Employee Benefits Base \$9,600</p>	<p>ESTIMATED ACTUAL</p> <p>JKBS Teacher Salary 1000-1999: Certificated Personnel Salaries Base \$82,914</p> <p>JKBS Teacher Benefits 3000-3999: Employee Benefits Base \$18,116</p>

Action **2**

Actions/Services	<p>PLANNED</p> <p>The school will employ instructional assistants and/or behaviors assistants who are trained in the use of positive behavior supports, as population changes create individualized demands for support.</p> <p>We project for 16-17 a need equivalent to 15-16</p>	<p>ACTUAL</p> <p>The school employed one instructional assistant to provide individualized support for students.</p>
Expenditures	<p>BUDGETED</p> <p>Instructional Aide Salary (IDEA Mental Health Services Part B Sec 611) 2000-2999: Classified Personnel Salaries \$19,161</p> <p>Instructional Aide Benefits (IDEA Mental Health Services Part B Sec 611) 3000-3999: Employee Benefits \$3,253</p>	<p>ESTIMATED ACTUAL</p> <p>Instructional Aide Salary 2000-2999: Classified Personnel Salaries Base \$2,620</p> <p>Instructional Aide Benefits 3000-3999: Employee Benefits Base \$440</p>

Action **3**

Actions/Services	<p>PLANNED</p> <p>Teachers will attend professional development for implementation of the California Standards at countywide days and in after school sessions</p>	<p>ACTUAL</p> <p>One teacher attended 2 professional development days with a focus on implementation of state standards as documented by sign in sheets.</p>
Expenditures	<p>BUDGETED</p> <p>Staff Development Days paid 1000-1999: Certificated Personnel Salaries Base \$600</p>	<p>ESTIMATED ACTUAL</p> <p>Staff Development Days paid 1000-1999: Certificated Personnel Salaries Base \$832</p>

Action **4**

Actions/Services	<p>PLANNED</p> <p>Survey feeder schools to assure that instructional materials being used at JKBS are up to date with current adoptions.</p>	<p>ACTUAL</p> <p>Survey results showed instructional materials at JKBS are aligned to high school math; ELA instructional materials are</p>
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		aligned with the continuation school; other subjects are not consistently aligned with current adoptions.
Expenditures	<p>BUDGETED</p> <p>2% Director of Curriculum Salary (Operations Grant - LCFF) 1000-1999: Certificated Personnel Salaries \$2,110</p> <p>2% Director of Curriculum Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$331</p>	<p>ESTIMATED ACTUAL</p> <p>2% Director of Curriculum Salary (Operations Grant - LCFF) 1000-1999: Certificated Personnel Salaries \$2,110</p> <p>2% Director of Curriculum Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$331</p>

Action **5**

Actions/Services	<p>PLANNED</p> <p>When there are ELL students, at the beginning of the school year the COE will deploy COE level CELDT assessor to assess needs of ELL students. Instruction will be adjusted by teachers to address ELD standards for those students in need of support.</p>	<p>ACTUAL</p> <p>There were no EL students enrolled at the county school in 2016-17.</p>
Expenditures	<p>BUDGETED</p> <p>2% Director of Curriculum Salary (Operations Grant - LCFF) 1000-1999: Certificated Personnel Salaries \$2,110</p> <p>2% Director of Curriculum Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$331</p>	<p>ESTIMATED ACTUAL</p> <p>\$0</p> <p>\$0</p>

Action **6**

Actions/Services	<p>PLANNED</p> <p>Facilities will undergo routine maintenance and repair in order to maintain good rating on Facilities Inspections.</p>	<p>ACTUAL</p> <p>Facilities underwent routine maintenance and repair and maintained a good rating on Facilities Inspections.</p>
Expenditures	<p>BUDGETED</p> <p>Custodial/ Maintenance Staff Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries \$42,222</p> <p>Custodial/ Maintenance Staff Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$6,554</p>	<p>ESTIMATED ACTUAL</p> <p>Custodial/ Maintenance Staff Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries \$42,222</p> <p>Custodial/ Maintenance Staff Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$6,554</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This goal will continue to be a focus for the county school. The credential of the county school's one teacher was evaluated and monitored by the county's Director of Personnel and Credentials (Action 1). An instructional aide was hired as the number of students increased. The aide provides more supervision and assistance with individual student academic needs. A survey of feeder schools to JKBS revealed that some instructional materials are aligned, however, due to the varied credit recovery needs of students, Science and History/Social Studies are not aligned. Students in the county school are now using an online curriculum program, Odesseyware, for some subjects, thus providing more standards-aligned instruction.

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

Actions/Services were effective in meeting this goal. County school teacher(s) will continue to attend professional development opportunities as offered by the Curriculum and Instruction department. Should EL students enroll that require CELDT or ELPAC testing, the county school will use a curriculum coordinator to assess students. If number and needs of students require an instructional aide, hiring and training will meet student needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - personnel was added in 2016-17 due to maternity leave of county school's one teacher and due to increase in student population
Action 2 - Partial year for instructional aide; hiring was delayed due to lack of qualified applicants
Action 5 - There were no EL students enrolled in 2016-17, so this cost was no incurred.

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

Goal 1 remains the same in operating the county's one school, JKBS. Due to an increase in student population, the COE will employ two credentialed teachers, instead of one (Goal 1, Action 1), and continue to employ one instructional aide (Goal 1, Action 2). There will be two new actions associated with this goal in order to address student input of the desire to use more technology during the school day (Goal 1, Action 4). Also, due to the varied grade levels and credit recovery needs the COE will purchase Odesseyware, a personalized online curriculum tool (Goal 1, Action 5). Lastly, school staff will update students at least bi-monthly on his or her progress towards meeting rehabilitation plan goals in the areas of academics, behavior and attendance (Goal 1, Action 7).

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Support foster youth through countywide planned services

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

4. A. Monitor statewide assessments for foster youth, foster youth should maintain or increase individual proficiency

8. Review individual transcripts to identify needed credits in and provide access to coursework described in 51210 and 51220 (a)-(i). (Credit recovery stats will reflect variety in course offerings)

10 A. Inyo County Placement and Referral Team notes reflect that Foster Youth Liaison has minimized changes in school placement.

10. B. Foster Youth Liaison meets regularly with Child Welfare agencies in order to provide educational status and progress information as needed.

10. C. Foster Youth Liaison attends all court hearings for juveniles and provides educational placement and progress information for court reports (as documented in court reports)

10. D. School contact documented for each foster youth or child at risk for placement.

10 Northstar documentation of services for counseling of youth demonstrate 80% compliance

ACTUAL

4A. Most of the foster youth population in Inyo county is below school age (birth to 5). Statewide assessments do not provide an accurate measure since there are less than 30 students in this subgroup.

8. Foster Youth Liaison (FYL) worked with school districts to review transcripts and identify credit recovery needs.

10A. Not applicable. Inyo County Placement and Referral Team no longer meets.

10B. FYL and the County Superintendent met with Child Welfare agencies.

10C. FYL attended most court hearings for juveniles and provided educational placement and progress information for court reports as requested.

10D. Mechanism for reporting students at risk of placement (ICPARRT) no longer exists; this need will be re-evaluated.

10 There were no Foster Youth referred for counseling in 2016-17.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 Foster Youth Liaison communicates with all educational institutions regarding the status of foster youth enrolled in their programs and assist teachers to address the needs of foster youth students. Foster youth transcripts will be reviewed by the FY Liaison to identify needed credits.

ACTUAL
 Superintendent and Foster Youth Liaison contacted district superintendents to request that each district designate a Foster Youth contact person. Superintendent also shared with each district superintendent how many Foster Youth were in each district, names of students and grade levels.

 There were no Foster Youth at the high school level in 2016-17.

Expenditures

BUDGETED
 Foster Youth Liason Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries \$45,660

 Foster Youth Liason Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$19,719

ESTIMATED ACTUAL
 \$0

 \$0

Action **2**

Actions/Services

PLANNED
 Ensure LEA foster youth liaison (Ed Code 48853.5) fully executes liaison responsibilities, including attendance at court, interaction with CASA volunteers, regular communication with Juvenile Hall, participation on the Inyo County Placement and Referral Team

ACTUAL
 This action is in progress. LEAs have not yet identified district level foster youth liaisons. (see previous action)

Expenditures

BUDGETED
 Foster Youth Liason Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries \$45,660

 Foster Youth Liason Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$19,719

ESTIMATED ACTUAL
 Foster Youth Liaison Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries \$45,660

 Foster Youth Liaison Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits \$19,719

Action **3**

Actions/Services

PLANNED
 Establish mechanism for transfer of health and education records and establish data infrastructure necessary to support and monitor the educational, behavioral and emotional success of foster youth, including but not limited to their individual progress and proficiency levels on state assessments.

ACTUAL
 In progress

Expenditures

BUDGETED

ESTIMATED ACTUAL

Student Information System (Operations Grant - LCFF) 5000-5999: Services And Other Operating Expenditures \$8,000

Student Information System (Operations Grant - LCFF) 5000-5999: Services And Other Operating Expenditures \$8,000

Action **4**

Actions/Services

PLANNED
Ensure that every foster youth receives educational counseling from a foster youth counselor.

ACTUAL
This service was not needed in 2016-17.

Expenditures

BUDGETED
Northstar counseling vouchers (Mental Health Services Grant - State) 5800: Professional/Consulting Services And Operating Expenditures \$2,000

ESTIMATED ACTUAL
\$0

Action **5**

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action **6**

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action **7**

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

THE COE will continue to work on meeting this goal. Northstar Counseling Center was low on staff in the 2016-17 school year which resulted in less students being seen. In addition, student confidentiality prevents student names/records from Northstar being released to the FYL. However, the County Probation department began a new program of student support and counseling that the students of JKBS benefited from.

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

Through these actions, the COE is establishing a new working relationship with County Health and Human Services through a focus on the needs of foster youth. Superintendents and principals now have names and information about all of the foster youth in their schools. We are collaborating to increase information sharing so that the needs of foster youth are met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 - Completing this action is part of Foster Youth Liaison's duties as described in action 2.
Action 4 - Due to new relationship with Rehabilitation Specialists being housed at the county school, counseling services were provided to students at school, not at the Northstar counseling Center.

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

Our office is taking a facilitator role in collaborating with County agencies so that the process more quickly meets foster youth needs (Goal 2, Action 12). We will also reach out to agencies who work with birth to age five because currently most foster children are in that age group (Goal 2, Action 8 and 9). Metrics for Goal 2 have been revised to better align with the goal of coordinating services for Foster Youth.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Coordinate the instruction of expelled students under EC Section 48926, within a system of positive school climate, and effective discipline policies and practices that produce strong conditions for learning and academic excellence.

Expelled students will transition efficiently through a planned coordination of educational options in accordance with their rehabilitation plans as evidenced by the number of students meeting the goals in their rehabilitation plans. Rehabilitation plans are written and agreed upon during the entrance interview (school staff, Director of Alternative Ed, incoming student and her/his parent/guardian).

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 3. A, B, C: Parental/guardian involvement will be 100% for all entrance interview meetings, and for required mid term reviews. Parents/guardians will be present at 100% of IEP meetings. Parents are afforded the opportunity to provide input to the COE's one school at IEP and entrance meetings; school staff (one teacher and Director of Alt Ed) use input to make school site decisions.
- 4. A. Monitor statewide assessments for all students. All students should maintain or increase individual proficiency
- 4. B. There is no valid API for this school due to small size.
- 4. C, Students in the community school are will complete sufficient credits to stay on track for graduation on either or college or career technical pathway. (Individual goals set)
- 4. D. When English Learners are enrolled their CELDT data will be reviewed and instruction will be adjusted to their level. (Student typically are not enrolled longer than a year, so annual increases are not available data)
- 4. E. English Learner Reclassification is done by the resident school.
- 4. F. No AP exams are given at this school.
- 4. G. All 11th grade students may select the early assessment option on the CAASPP, but this is not a metric that will provide useful data for our goals.
- 5. A. School attendance rates will increase by 5% each year for three years (59 % for 2015-16)

ACTUAL

- 3.A,B,C: 100% of parents/guardians participated in entrance interview meetings. Mid term reviews were conducted as necessary. Parents/guardians were not present at 100% of IEP meetings.
- 4.A: School personnel reviewed 2016 CAASPP data for ELA and Math for all students enrolled in the county school.
- 4.B: API is not applicable
- 4.C: Some students earned sufficient credits to stay on track for graduation.
- 4.D, E: There were no EL students enrolled in the county school in 2016-17. EL Reclassification is done by the school residence as needed.
- 4.F No AP exams are given at this school.
- 4.G: There are no 11th grade students enrolled at the county school for 2016-17.
- 5.A: Attendance rate increased to 71%.
- 5.B: Chronic Absentee rate 69%
- 5.C,D,E: Metrics such as middle school dropout rates, high school dropout rates, and high school graduation rates do not apply due to the small number of students in the data set, and because our preferred outcome is to have our students graduate from their school of residence whenever possible.
- 6.A: Suspension rate 24%
- 6.B: Expulsion rate was 0%
- 6.C: Exit interviews were not conducted.
- 8. Not met. This metric will be re-evaluated.
- 9. Met

- 5. B. Chronic absenteeism rates will decrease by 5% over three years
- 5. C, D, E: Other metrics such as middle school dropout rates, high school dropout rates, and high school graduation rates do not apply due to the small number of students in the data set, and because our preferred outcome is to have our students graduate from their resident schools whenever possible.
- 6. A. Pupil suspension rate was 0.06% in 15-16. Rate will be maintained over three years.
- 6. B. Pupil expulsion rate is 0% in 2015-16. Rate will be maintained over three years.
- 6. C. Exit interviews of pupils, parents and teachers on the sense of safety and school connectedness will indicate positive factors are in place for student support and redirection of at risk behaviors.
- 8. Student entry and exit data will reflect that 90% of students meet the criteria of their rehabilitation plans and are returned to their home school districts in two semesters or less.
- 9. 100% of expelled students will be served according to the County plan as measured by expulsion orders and enrollment in County Community School. Link to CDE webpage for countywide expulsion plan: <http://www.cde.ca.gov/sp/eo/ex/countywideplans.asp>.



ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Operate the Jill Kinmont Boothe Community School in Bishop, California as the primary educational alternative for expelled students. Staff will use input from parents that is gathered at entrance interviews to guide school site decisions.</p>	<p>ACTUAL ICSOS continued to operate the Jill Kinmont Boothe Community School in Bishop, California as the primary educational alternative for expelled students. Staff used input from parents that was gathered at entrance interviews to guide school site decisions.</p>
Expenditures	<p>BUDGETED Expenditures for basic services as designated in 2016-17 Goal 1, Actions/Services 1-6</p>	<p>ESTIMATED ACTUAL Expenditures for basic services as designated in 2016-17 Goal 1, Actions/Services 1-6</p>
Action	2	
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

	<p>Students will be engaged through the use of effective pedagogical behavioral supports and interventions. Staff will implement the practices of Positive Behavior Intervention and Supports. In addition to the Basic Services of Goal 1, teachers and students will receive direct instruction in age-appropriate social skills and emotional regulations from Behavior Specialist on ICSOS staff.</p>	<p>Regular county school teacher established a PBIS-based classroom rules prior to maternity leave; long term substitutes followed PBIS plan. Behavior Specialist met with two students individually as required by IEP and through identified need.</p>
Expenditures	<p>BUDGETED Behavior Specialist .05 FTE Salary (Mental Health Services Grant - State) 1000-1999: Certificated Personnel Salaries Special Education \$7,110 Behavior Specialist .05 FTE Benefits (Mental Health Services Grant - State) 3000-3999: Employee Benefits Special Education \$1,113</p>	<p>ESTIMATED ACTUAL Behavior Specialist .05 FTE Salary (Mental Health Services Grant - State) 1000-1999: Certificated Personnel Salaries Special Education \$7,110 Behavior Specialist .05 FTE Benefits (Mental Health Services Grant - State) 3000-3999: Employee Benefits Special Education \$1,113</p>

Action **3**

Actions/Services	<p>PLANNED Juvenile Court Liaison and School Principal will collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.</p> <p>Attendance will be monitored and in addition to regular home contact the School Principal will mobilize the support of the partner agency personnel to motivate and compel attendance, making full use of the SARB, and other contracts including court, probation and expulsion agreements.</p>	<p>ACTUAL Juvenile Court Liaison collaborated with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services for the one student that required these services.</p> <p>Director of Alternative Education who functions as the site administrator, monitored student attendance and utilized appropriate structures to promote an increase in student attendance.</p>
Expenditures	<p>BUDGETED Principal/ Court Liason Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries Other \$69,183 Principal/ Court Liason Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits Other \$29,878</p>	<p>ESTIMATED ACTUAL Principal/ Court Liason Salary (Operations Grant - LCFF) 2000-2999: Classified Personnel Salaries Other \$69,183 Principal/ Court Liason Benefits (Operations Grant - LCFF) 3000-3999: Employee Benefits Other \$29,878</p>

Action **4**

Actions/Services	<p>PLANNED The staff will collaborate to set high expectations for behavior and adopt an instructional approach to school discipline. Ongoing professional learning community meetings will provide regular training and supports to all school personnel – including teachers, principals, support staff, and school-based</p>	<p>ACTUAL Director of Alternative Education and the school's one full time teacher collaborated to set high expectations for behavior and adopted an instructional approach to school discipline.</p>
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<p>Expenditures</p>	<p>law enforcement officers – on how to engage students and support positive behavior.</p> <p>BUDGETED No additional costs associated with this service. This action/service is part of the duties of existing staff.</p>	<p>No ongoing training was provided to school staff and school-based law enforcement officers.</p> <p>ESTIMATED ACTUAL No additional costs associated with this service. This action/service is part of the duties of existing staff.</p>
<p>Action 5</p>	<p>PLANNED All incoming students will have their transcripts reviewed. A course of study will be designed that will keep the student on track for return to the resident school. Results of transcript review and academic and behavioral goals are discussed and agreed upon during entrance interviews (school staff, Director of Alternative Ed, incoming student and her/his parent/guardian).</p> <p>BUDGETED No additional cost associated with this service. This action/service is part of the duties of existing staff.</p>	<p>ACTUAL All incoming students had their transcripts reviewed and a course of study was designed that kept students on track for return to the school of residence. Results of transcript review and academic and behavioral goals were discussed and agreed upon during entrance interviews (school staff, Director of Alternative Ed, incoming student and her/his parent/guardian).</p> <p>ESTIMATED ACTUAL No additional cost associated with this service. This action/service is part of the duties of existing staff.</p>
<p>Action 6</p> <p>Expenditures</p>	<p>PLANNED Students at the Jill Kinmont Boothe School will access Northstar counseling staff to assist with the social and emotional needs of themselves and their families.</p> <p>BUDGETED Northstar vouchers (Mental Health Services Grant - State) 5800: Professional/Consulting Services And Operating Expenditures Other \$2,000</p>	<p>ACTUAL Northstar counseling services were not utilized in 2016-17.</p> <p>ESTIMATED ACTUAL \$0</p>
<p>Action 7</p> <p>Expenditures</p>	<p>PLANNED When English Learners are enrolled their CELDT data will be reviewed and instruction will be adjusted to their level.</p> <p>BUDGETED No additional costs. This action/service is part of the duties of existing staff.</p>	<p>ACTUAL There were no EL students enrolled at the county school in 2016-17.</p> <p>ESTIMATED ACTUAL \$0</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Although a discipline plan was created by the regular teacher, while she was on leave this spring, two inexperienced substitute teachers implemented the plan with less fidelity so there were more discipline and attendance issues than expected.

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

Low student attendance rates and behavior/social-emotional issues are prohibiting students from meeting rehabilitation plans and SARB contracts.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 6 - Students received counseling at school, not at Northstar Counseling center.
Action 7 - No EL students enrolled at the county school in 2016-17.

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

In 2016-17, ICSOS provided office space at the school to rehabilitation specialists with the county probation department (no additional cost). This partnership allowed for group counseling sessions for students at the county school that addressed topics such as: prevention, age appropriate social skills, emotional and behavioral regulation. ICSOS intends to continue this action in 2017-18 (Goal 3, Action 7).

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

From August 2016 thru May 2017, Inyo County Superintendent of Schools (ICSOS) has engaged in several activities to gain input from all the relevant stakeholders regarding the current strengths and needs of our community school (Jill Kinmont Boothe School, JKBS), our plan for expelled students and our system of support for foster youth. Input from key stakeholders was used to set priorities, revise actions/services and evaluate goals.

Information was made available in hard copies at public meetings and work sessions. The SARC was published and formally adopted and is available on the ICSOS website. Parents were engaged in entrance interviews (meeting upon enrollment with school staff, student and parent/guardian). Parent meetings were held on an individual basis which was more effective than a group meeting. The LEA has chosen to meet with each parent individually for several reasons:

- By meeting with parents one on one, school staff can gather more information from parent stakeholders. This is realistic in our local context since enrollment averages around 6 students per year. Thus school personnel meets with the parent or guardian of each student upon enrollment and on as needed basis. At these meetings, school personnel seeks input from parents/guardians pertaining to State Priority 3 and how to best serve the student to ensure pupil achievement (Priority 4) and pupil engagement (Priority 5)
- Repeatedly there is no attendance at at Parent Advisory Group meetings, thus input must be sought in another more effective way

Input was gathered from school staff (staff consists on one teacher and the Director of Alternative Ed who serves in a principal capacity), county Curriculum and Instruction staff (to help determine appropriate curriculum for each student), home district administrative personnel, Behavior Specialist, students (through regular check-ins with the school's teacher and Director of Alternative Ed) and parents/guardians (through required entrance interviews with students, parent/guardian and the school's one teacher and the Director of Alternative Ed).

There were no EL students enrolled, therefore there the school does not have an EL parent advisory committee. The CSEA bargaining unit representative also serves as the Director of Alternative Ed and supervises JKBS school. There is not a local bargaining unit for the school's one teacher. The Director of Alternative Ed made regular phone calls and in-person contacts with the parent/guardian of each student to keep them informed about academic and behavior progress.

Opportunities for Stakeholder Engagement included:

- Multi-Agency Meeting pertaining to expelled youth - March 16 and 29, May 22 and 30, 2017
- Multi-Agency Meetings pertaining to Foster Youth coordination - November 8, 2016 and January 19 26, and 3, February 8 2017
- LCAP Work Group Meetings - input was gathered from school staff (one teacher and the Director of Alternative Ed who serves in a principal capacity and is a member of the CSEA bargaining unit), county Curriculum and Instruction staff and County Superintendent - February 13 2017, April 6, 2017, and June 5, 2017
- ICSOS Board meetings - County Board Discussion of LCAP Goals and Budget; provided opportunities for stakeholder engagement invited through public posting - April 20, May 18, June 7 and June 15, 2017
- Student input - written survey administered in April and individual student meetings were held the weeks of May 22, 2017 and June 5, 2017.
- Countywide Youth Policy Committee Meetings (Committee consists of Inyo County Health and Human Services, Probation Department, ICSOS and Toiyabe Indian Health Project) - November 29, 2016 and January 9 and 30, February 8, April 24, 2017

COE LCAP Support:

CCEE September 29, 2016 and February 30, April 6, April 19, 2017

CDE February 16, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Several changes were made to actions/services as a result of input from stakeholders:

- Discussion and review of current plan resulted in a desire to continue with Court Liaison and Communication System (Goal 3, Action 8)
- Continue with foster youth goal area by refining Foster Youth identification and support (Goal 2, Actions 8-14)
- Input gathered from students showed that they feel the computer to be useful; technology integration is also part of county's 1:1 initiative (Goal 1, Actions 3 & 4)
- Foster Youth - new collaboration with Inyo County Health and Human Service, current data is being shared with schools (Goal 2, Actions 11 & 12)
- A need was identified to delineate a clear pathway for placement in alternative settings including the county school (Goal 3, Actions 3 & 8)
- JKBS staff will conduct bi-monthly check in meetings with students to analyze credit recovery status (to support academic needs), attendance and behavior goals. Students indicated this would be helpful. (Goal 1, Action 7)

Overall, our goals from 2016-17 still closely align to our mission and our student population, while still addressing the ten state priorities. Goal 1 pertains to the students of the county school, JKBS, and addresses State Priorities 1, 2, 7 and 8. Goal 2 pertains to the coordination of services for Foster Youth addresses State Priority 10. Goal 3 pertains to the coordination of Instruction of Expelled Students and addresses State Priorities 3,4,5,6, and 9. There was a slight modification of Goal 3 for clarification, the intent of the goal remains the same.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

The Conditions for Learning at the County Community School will meet all requirements for teaching credentials, facilities, instructional materials, course access and standards alignment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

A positive school climate with qualified staff, sufficient instructional materials and a safe physical environment is necessary to support the learning of expelled youth, probation, SARB and court referred youth and foster youth in the Community School setting in Inyo County. Current Facilities tools inspection rating indicates good facilities, but we identify an ongoing need to maintain those facilities. All materials in use are required to be standards aligned.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A Teacher misassignments	0 teacher misassignments	1A Maintain	1A Maintain	1A Maintain
1B Access to Instructional materials - SARC report William Complaints	All students have access to instructional materials aligned to standards 0 Williams Complaints	1B Maintain	1B Maintain	1B Maintain
1C FIT Inspections	Facility received a rating of good.	1C Maintain	1C Maintain	1C Maintain
2A&B Implementation of State Standards and how the programs and services will enable English learners to access the CCSS and ELD standards - teacher survey	Not able to conduct survey of school's one teacher due to extended maternity leave. No English learners in the 2016-17 school year	2A&B Establish Baseline	2A&B Dependent on baseline	2A&B Dependent on baseline

7ABC Broad course of study - course listing in Schoolwise	School offers all courses necessary for all students to recover credit and complete courses necessary for successful re-enrollment in school of residence	7ABC Maintain	7ABC Maintain	7ABC Maintain
8 Pupil Outcomes - Schoolwise course listing	Broad course of study offered pursuant to 51210 and 51220	8 Maintain	8 Maintain	8 Maintain
8 Pupil Outcomes - Transcript review	100% of students have transcripts reviewed for credit recovery progress and course placement	8 Maintain	8 Maintain	8 Maintain

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Employ school COE instructional staff that are highly qualified and, as required by federal and state statute, have credentials and authorizations to work with ELL and students with special needs. Teachers will also have the capacity and desire to work successfully with low income, foster youth and at risk youth.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$117,357

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
2 JKBS Teachers Salary

Amount \$30,452

Source Base

Budget Reference 3000-3999: Employee Benefits
JKBS Teacher Benefits

2018-19

Amount \$120,877

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
2 JKBS Teacher Salary

Amount \$31,365

Source Base

Budget Reference 3000-3999: Employee Benefits
JKBS Teacher Benefits

2019-20

Amount \$124,504

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
2 JKBS Teacher Salary

Amount \$32,306

Source Base

Budget Reference 3000-3999: Employee Benefits
JKBS Teacher Benefits

Action **2**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The school will employ one instructional assistant to meet individual student needs.

2018-19

New Modified Unchanged

The school will employ one instructional assistant to meet individual student needs.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$19,736
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aide Salary
Amount	\$3,350
Source	Base
Budget Reference	3000-3999: Employee Benefits Instructional Aide Benefits

2018-19

Amount	\$20,328
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aide Salary
Amount	\$3,451
Source	Base
Budget Reference	3000-3999: Employee Benefits Instructional Aide Benefits

2019-20

Amount	\$20,937
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Instructional Aide Salary
Amount	\$3,554
Source	Base
Budget Reference	3000-3999: Employee Benefits Instructional Aide Benefits

Action 3

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will attend professional development for implementation of the California Standards and technology integration at countywide professional development days.

2018-19

New Modified Unchanged

Teachers will attend professional development for implementation of the California Standards and technology integration at countywide professional development days.

2019-20

New Modified Unchanged

Teachers will attend professional development for implementation of the California Standards and technology integration at countywide professional development days.

BUDGETED EXPENDITURES

2017-18

Amount \$1,664

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Staff Development Days paid

2018-19

Amount \$1,664

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Staff Development Days paid

2019-20

Amount \$1,664

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries
Staff Development Days paid

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Teacher will integrate technology into lessons as appropriate for standards-based and technology skill instruction

2018-19

New Modified Unchanged

Teacher will integrate technology into lessons as appropriate for standards-based and technology skill instruction

2019-20

New Modified Unchanged

Teacher will integrate technology into lessons as appropriate for standards-based and technology skill instruction

[BUDGETED EXPENDITURES](#)

2017-18

Action **5**

2018-19

2019-20

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase Odesseyware

2018-19

New Modified Unchanged

Purchase Odesseyware

2019-20

New Modified Unchanged

Purchase Odesseyware

BUDGETED EXPENDITURES

2017-18

Amount \$4,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2018-19

Amount \$4,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

2019-20

Amount \$4,000

Source Base

Budget Reference 5000-5999: Services And Other Operating Expenditures

Action **6**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Facilities will undergo routine maintenance and repair in order to maintain good rating on Facilities Inspections.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$43,489
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial/ Maintenance Staff Salary (Operations Grant - LCFF)
Amount	\$6,751
Source	LCFF
Budget Reference	3000-3999: Employee Benefits Custodial/ Maintenance Staff Benefits (Operations Grant - LCFF)

2018-19

Amount	\$44,794
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial/ Maintenance Staff Salary (Operations Grant - LCFF)
Amount	\$6,954
Source	LCFF
Budget Reference	3000-3999: Employee Benefits Custodial/ Maintenance Staff Benefits (Operations Grant - LCFF)

2019-20

Amount	\$46,137
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodial/ Maintenance Staff Salary (Operations Grant - LCFF)
Amount	\$7,162
Source	LCFF
Budget Reference	3000-3999: Employee Benefits Custodial/ Maintenance Staff Benefits (Operations Grant - LCFF)

Action **7**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

School staff will update students bi-monthly on progress towards rehabilitation plan goals for academic progress (credit recovery), behavior, and attendance.

2018-19

New Modified Unchanged

School staff will update students bi-monthly on progress towards rehabilitation plan goals for academic progress (credit recovery), behavior, and attendance.

2019-20

New Modified Unchanged

School staff will update students bi-monthly on progress towards rehabilitation plan goals for academic progress (credit recovery), behavior, and attendance.

[BUDGETED EXPENDITURES](#)

2017-18

Amount

2018-19

Amount

2019-20

Amount

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Support foster youth through countywide planned services

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

While foster youth in California suffer from an educational achievement gap and experience a high rate of unnecessary and preventable school transfer rate to continuation and other alternative schools; in Inyo county we have a small number of school age Foster Youth. We have a need to keep in continual communications between educational institutions and local agencies which serve foster youth.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
10A&B Meetings (in person or phone) with county child welfare agency to help minimize changes in school placement and provide education-related information	4 meetings per year	Maintain	Maintain	Maintain
10C Respond to juvenile court requests	100%	Maintain	Maintain	Maintain
10ABC&D: Self-Assessment for Coordination of Services for Foster Youth using a Lichert scale of 1-5	2 out of 5 prompts show Initial Implementation (Lichert scale score of 3); 1 out of 5 prompts show Beginning Development (Lichert scale score of 2); 2 out of 5 prompts show Exploration & Research phase (Lichert scale score of 1)	Prompts scoring 1 or 2 on previous year's assessment move up one level on Lichert scale; maintain prompts that show scale of 3.	Prompts scoring a 2 in previous year's assessment move up one level on Lichert Scale; maintain prompts that show a scale of 3	Full Implementation (scale score 4) on all prompts

PLANNED ACTIONS / SERVICES

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

Action **8**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

LEA foster youth liaison (Ed Code 48853.5) fully executes liaison responsibilities.

2018-19

New Modified Unchanged

LEA foster youth liaison (Ed Code 48853.5) fully executes liaison responsibilities.

2019-20

New Modified Unchanged

LEA foster youth liaison (Ed Code 48853.5) fully executes liaison responsibilities.

BUDGETED EXPENDITURES

2017-18

Amount	\$70,757
Budget Reference	2000-2999: Classified Personnel Salaries Foster Youth Liason Salary (Operations Grant - LCFF)
Amount	\$30,956

2018-19

Amount	\$72,880
Budget Reference	2000-2999: Classified Personnel Salaries Foster Youth Liason Salary (Operations Grant - LCFF)
Amount	\$31,885

2019-20

Amount	\$75,066
Budget Reference	2000-2999: Classified Personnel Salaries Foster Youth Liason Salary (Operations Grant - LCFF)
Amount	\$32,841

Budget Reference 3000-3999: Employee Benefits Foster Youth Liason Benefits (Operations Grant - LCFF)

Budget Reference 3000-3999: Employee Benefits Foster Youth Liason Benefits (Operations Grant - LCFF)

Budget Reference 3000-3999: Employee Benefits Foster Youth Liason Benefits (Operations Grant - LCFF)

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Establish policy and data infrastructure necessary to support and monitor foster youth. (10D)

2018-19

New Modified Unchanged

Establish policy and data infrastructure necessary to support and monitor foster youth. (10D)

2019-20

New Modified Unchanged

Establish policy and data infrastructure necessary to support and monitor foster youth. (10D)

BUDGETED EXPENDITURES

2017-18

Budget Reference Cost is already included in Action 8 above.

2018-19

Budget Reference Cost is already included in Action 8 above.

2019-20

Budget Reference Cost is already included in Action 8 above.

Action **10**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide information about counseling services available to Foster Youth

2018-19

New Modified Unchanged

Provide information about counseling services available to Foster Youth

2019-20

New Modified Unchanged

Provide information about counseling services available to Foster Youth

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost is already included in Action 8 above.
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2018-19

Budget Reference	Cost is already included in Action 8 above.
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2019-20

Budget Reference	Cost is already included in Action 8 above.
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Action **11**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
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[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Foster Youth Liaison will inform districts of the name and grade level of each school age foster youth enrolled

2018-19

New Modified Unchanged

Foster Youth Liaison will inform districts of the name and grade level of each school age foster youth enrolled

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

[Budget Reference](#) Cost is already included in Action 8 above.

2018-19

[Budget Reference](#) Cost is already included in Action 8 above.

2019-20

[Budget Reference](#) Cost is already included in Action 8 above.

Action **12**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Facilitate MOU between LEAs and Health and Human Services to allow for permission to share student information

2018-19

New Modified Unchanged

Maintain MOU between LEAs and Health Health and Human Services to allow for permission to share student information

2019-20

New Modified Unchanged

Maintain MOU between LEAs and Health Health and Human Services to allow for permission to share student information

BUDGETED EXPENDITURES

2017-18

Budget Reference Cost is already included in Action 8 above.

2018-19

Budget Reference Cost is already included in Action 8 above.

2019-20

Budget Reference Cost is already included in Action 8 above.

Action **13**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

- New
 Modified
 Unchanged

Build relationship and capacity between Health and Human Service personnel and COE to establish mechanism for transfer of records for Foster Youth

2018-19

- New
 Modified
 Unchanged

Build relationship and capacity between Health and Human Service personnel and COE to establish mechanism for transfer of records for Foster Youth

2019-20

- New
 Modified
 Unchanged

Build relationship and capacity between Health and Human Service personnel and COE to establish mechanism for transfer of records for Foster Youth

BUDGETED EXPENDITURES

2017-18

Budget Reference: Cost is already included in Action 8 above.

2018-19

Budget Reference: Cost is already included in Action 8 above.

2019-20

Budget Reference: Cost is already included in Action 8 above.

Action **14**

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

[Students to be Served](#)

- All
 Students with Disabilities
 [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

[Students to be Served](#)

- English Learners
 Foster Youth
 Low Income

[Scope of Services](#)

- LEA-wide
 Schoolwide
 OR
 Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Annually administer self-assessment tool for Coordination of Services for Foster Youth (Superintendent, Director of Alt. Ed/Foster Youth Liaison) and report to Board

2018-19

New Modified Unchanged

Annually administer self-assessment tool for Coordination of Services for Foster Youth (Superintendent, Director of Alt. Ed/Foster Youth Liaison) and report to Board

2019-20

New Modified Unchanged

Annually administer self-assessment tool for Coordination of Services for Foster Youth (Superintendent, Director of Alt. Ed/Foster Youth Liaison) and report to Board

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost is already included in Action 8 above.
-------------------------	---

2018-19

Budget Reference	Cost is already included in Action 8 above.
-------------------------	---

2019-20

Budget Reference	Cost is already included in Action 8 above.
-------------------------	---

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Coordinate the instruction of expelled students under EC Section 48926, within a system of positive school climate, and effective discipline policies and practices that produce favorable conditions for learning with a focus on matriculation to home district.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Pupils are expelled, remanded by Court, Probation, or SARB, and cannot be served in their regular home districts as they have failed to meet terms of their positive support, remediation and or rehabilitation plans, or pose a danger to other district pupils as determined by the governing board of their home district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3A,B,C: parent input sought for decision making and promotion of parental participation in programs for unduplicated pupils and/or for individuals with exceptional needs - % of students that have a parent/guardian present at entrance interview meetings	100%	Maintain	Maintain	Maintain
4B: API	N/A	N/A	N/A	N/A
4A Statewide Assessments	N/A - due to small numbers			
4C A-G completion N/A - students issued A-G completion	N/A	N/A	N/A	N/A

rate at school of residence upon graduation				
4D, E EL progress on CELDT and EL reclassification rate	N/A progress on CELDT - there have been no EL students in the past three years EL Reclassification done by school of residence	N/A	N/A	N/A
4F Percentage of student who pass AP with a 3+	N/A - AP exams not offered at the county school	N/A	N/A	N/A
4G SBAC participation rate	100%	Maintain	Maintain	Maintain
demonstration of college preparedness as measured by EAP	N/A - fewer than 11 students tested annually	N/A	N/A	N/A
4G Number of students who matriculate back into home district as stipulated by rehabilitation plan	Not tracked in 2016-17	Establish baseline	Dependent on baseline	Dependent on baseline
5A. School attendance rates	71 % for 2016-17	increase by 5%	increase by 5%	increase by 5%
5B. Chronic absenteeism rates	69% for 2016-17	decrease by 5%	decrease by 5%	decrease by 5%
5. C, D, E: middle school dropout rates high school dropout rates high school graduation rates	0% 0% 0-10%	Maintain Maintain Maintain	Maintain Maintain Maintain	Maintain Maintain Maintain
6A Pupil suspension rate 6B Pupil expulsion rate	24% 0%	Decrease by 5% Maintain	Decrease by 5% Maintain	Decrease by 5% Maintain
6C student survey completion and student interviews	completion rate and interview completion rate not tracked in 2016-17	Establish baseline	Dependent on baseline	Dependent on baseline
Percent of expelled students that are served according to the County plan as measured by	100%	Maintain	Maintain	Maintain

expulsion orders and enrollment in County School				
9. Self Assessment of Coordination of Services for Expelled Students (Lichert Scale of 1-5)	2 out of 5 prompts show Full Implementation (scale score of 4); 2 out of 5 prompts show Initial Implementation (scale score of 3) 1 out of 5 prompts show Beginning Development (scale score of 2)	Maintain prompts that show scale score of 4 from previous year's administration. Move to Full Implementation (scale score of 4) For prompts that show scale score of 3 from previous year's administration move to scale score of 4. Move to Initial Implementation (scale score of 3 for prompt that showed a scale score of 2 in baseline year.	Maintain prompts that show a scale score of 4 in previous year's administration. Move 2 to 3	Maintain Move 3 to 4

PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

Administer student survey and conduct interviews with students to help make school site decisions and determine student sense of school connectedness and climate.

New Modified Unchanged

Administer student survey and conduct interviews with students to help make school site decisions and determine student sense of school connectedness and climate.

New Modified Unchanged

Administer student survey and conduct interviews with students to help make school site decisions and determine student sense of school connectedness and climate.

BUDGETED EXPENDITURES

2017-18

Budget Reference Cost is included in Goal 2, Action 8 above.

2018-19

Budget Reference Cost is included in Goal 2, Action 8 above.

2019-20

Budget Reference Cost is included in Goal 2, Action 8 above.

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

School staff will coordinate with Behavior Specialist to establish schoolwide PBIS practices

School staff will coordinate with Behavior Specialist to establish schoolwide PBIS practices

School staff will coordinate with Behavior Specialist to establish schoolwide PBIS practices

BUDGETED EXPENDITURES

2017-18

Amount \$6,482

Source Special Education

Budget Reference 1000-1999: Certificated Personnel Salaries
Behavior Specialist .05 Salary (Mental Health Services Grant - State)

Amount \$1,146

Source Special Education

Budget Reference 3000-3999: Employee Benefits
Behavior Specialist .05 Benefits (Mental Health Services Grant - State)

2018-19

Amount \$6,676

Source Special Education

Budget Reference 1000-1999: Certificated Personnel Salaries
Behavior Specialist .05 Salary (Mental Health Services Grant - State)

Amount \$1,180

Source Special Education

Budget Reference 3000-3999: Employee Benefits
Behavior Specialist .05 Benefits (Mental Health Services Grant - State)

2019-20

Amount \$6,876

Source Special Education

Budget Reference 1000-1999: Certificated Personnel Salaries
Behavior Specialist .05 Salary (Mental Health Services Grant - State)

Amount \$1,215

Source Special Education

Budget Reference 3000-3999: Employee Benefits
Behavior Specialist .05 Benefits (Mental Health Services Grant - State)

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Director of Alternative Ed and School Principal will collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.

Attendance will be monitored and in addition to regular home contact the Director of Alternative Ed will mobilize the support of the partner agency personnel to motivate and compel attendance, making full use of the SARB, and other contracts including court, probation and expulsion agreements.

2018-19

New Modified Unchanged

Director of Alternative Ed and School Principal will collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.

Attendance will be monitored and in addition to regular home contact the Director of Alternative Ed will mobilize the support of the partner agency personnel to motivate and compel attendance, making full use of the SARB, and other contracts including court, probation and expulsion agreements.

2019-20

New Modified Unchanged

Director of Alternative Ed and School Principal will collaborate with local mental health, child welfare, law enforcement, and juvenile justice agencies and other stakeholders to align resources, prevention strategies, and intervention services.

Attendance will be monitored and in addition to regular home contact the Director of Alternative Ed will mobilize the support of the partner agency personnel to motivate and compel attendance, making full use of the SARB, and other contracts including court, probation and expulsion agreements.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Cost is included in Goal 2, Action 8 above.
------------------	---

2018-19

Budget Reference	Cost is included in Goal 2, Action 8 above.
------------------	---

2019-20

Budget Reference	Cost is included in Goal 2, Action 8 above.
------------------	---

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Review transcripts of all incoming students and design a course of study that will keep the student on track for return to the home district.

2018-19

New Modified Unchanged

Review transcripts of all incoming students and design a course of study that will keep the student on track for return to the home district.

2019-20

New Modified Unchanged

Review transcripts of all incoming students and design a course of study that will keep the student on track for return to the home district.

BUDGETED EXPENDITURES

2017-18

Budget Reference
No additional cost associated with this service. This action/service is part of the duties of existing staff.

2018-19

Budget Reference
No additional cost associated with this service. This action/service is part of the duties of existing staff.

2019-20

Budget Reference
No additional cost associated with this service. This action/service is part of the duties of existing staff.

Action 5

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students at the Jill Kinmont Boothe School will have access to individual or group counseling as needed.

2018-19

New Modified Unchanged

Students at the Jill Kinmont Boothe School will have access to individual or group counseling as needed.

2019-20

New Modified Unchanged

Students at the Jill Kinmont Boothe School will have access to individual or group counseling as needed.

BUDGETED EXPENDITURES

2017-18

Amount	\$3,000
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures NorthStar Counseling Center

2018-19

Amount	\$3,000
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures NorthStar Counseling Center

2019-20

Amount	\$3,000
Source	Special Education
Budget Reference	5000-5999: Services And Other Operating Expenditures NorthStar Counseling Center

Action **6**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use parent input from entry interview meetings to help make school site decisions	Use parent input from entry interview meetings to help make school site decisions	Use parent input from entry interview meetings to help make school site decisions
BUDGETED EXPENDITURES 2017-18	2018-19	2019-20
Amount <input type="text" value="No Additional Expenditures"/>	Amount <input type="text" value="No Additional Expenditures"/>	Amount <input type="text" value="No Additional Expenditures"/>

Action **7**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide office space for rehabilitation specialists	Provide office space for rehabilitation specialists	Provide office space for rehabilitation specialists

BUDGETED EXPENDITURES

2017-18

Amount

No Additional Expenditures

2018-19

Amount

No Additional Expenditures

2019-20

Amount

No Additional Expenditures

Action **8**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Director of Alt Ed (who also serves as the Foster Youth Liaison) attends all court hearings for juveniles and provides educational placement and progress information for court reports as requested.

2018-19

New Modified Unchanged

Director of Alt Ed (who also serves as the Foster Youth Liaison) attends all court hearings for juveniles and provides educational placement and progress information for court reports as requested.

2019-20

New Modified Unchanged

Director of Alt Ed (who also serves as the Foster Youth Liaison) attends all court hearings for juveniles and provides educational placement and progress information for court reports as requested.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Cost is included in Goal 2, Action 8 above.

2018-19

Budget Reference

Cost is included in Goal 2, Action 8 above.

2019-20

Budget Reference

Cost is included in Goal 2, Action 8 above.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$11,104

Percentage to Increase or Improve Services: 0.25%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The LEA expenditures laid out in the LCAP are available to all students, but the services are principally directed towards and are proving effective in meeting the LEA's goals for its unduplicated students at the county's one school (average annual attendance of 6 students in grades 6-12, 1 teacher). Having dedicated staff time from the Director of Alternative Ed to coordinate services for Foster Youth and Community School Students serves to improve, and efficiently target needed services for unduplicated pupils (78%). Staffing ratios ensure small class size and opportunities for individualization. Increased direct services may include but are not limited to supplemental instructional materials, support staff, counseling services, professional development, and credit recovery. The following actions/services are being provided on an LEA-wide basis (which is also schoolwide since there is only one school) and are principally directed towards unduplicated pupils:

Goal 1, Action 2 - The school will employ one instructional assistant to meet individual student needs.

Goal 1, Action 7 - School staff will update students bi-monthly on progress towards rehabilitation plan goals for academic progress (credit recovery), behavior and attendance.

By employing an instructional assistant, the LEA maintains a high adult to student ratio allowing for the development of caring adult relationships. As documented in "Lessons from Successful Alternative Education: A Guide for Secondary School Reform" (Bland et al.) the development of caring adult relationships was reported to be important factor in at-risk student success in school. In addition, due to the variety of needs within our small classroom (average annual attendance of 6 students in grades 6-12 with different credit recovery needs) employing an instructional assistant allows the teacher to differentiate instruction.

Marzano, et al cites research in Classroom Instruction That Works that supports "timely and corrective" feedback for students. By providing bi-monthly feedback on each students' individual goals as stated in his or her rehabilitation plans, the student will be able to meet their goals and return to the school of residence.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	402,393.00	336,802.00	339,140.00	349,054.00	359,262.00	1,047,456.00
	216,830.00	124,596.00	101,713.00	104,765.00	107,907.00	314,385.00
Base	76,279.00	104,922.00	176,559.00	181,685.00	186,965.00	545,209.00
LCFF	0.00	0.00	50,240.00	51,748.00	53,299.00	155,287.00
Other	101,061.00	99,061.00	0.00	0.00	0.00	0.00
Special Education	8,223.00	8,223.00	10,628.00	10,856.00	11,091.00	32,575.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	402,393.00	336,802.00	339,140.00	349,054.00	359,262.00	1,047,456.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	78,009.00	92,966.00	125,503.00	129,217.00	133,044.00	387,764.00
2000-2999: Classified Personnel Salaries	221,886.00	159,685.00	133,982.00	138,002.00	142,140.00	414,124.00
3000-3999: Employee Benefits	90,498.00	76,151.00	72,655.00	74,835.00	77,078.00	224,568.00
5000-5999: Services And Other Operating Expenditures	8,000.00	8,000.00	4,000.00	4,000.00	7,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,000.00	0.00	3,000.00	3,000.00	0.00	6,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	402,393.00	336,802.00	339,140.00	349,054.00	359,262.00	1,047,456.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		4,220.00	2,110.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	66,679.00	83,746.00	119,021.00	122,541.00	126,168.00	367,730.00
1000-1999: Certificated Personnel Salaries	Special Education	7,110.00	7,110.00	6,482.00	6,676.00	6,876.00	20,034.00
2000-2999: Classified Personnel Salaries		152,703.00	87,882.00	70,757.00	72,880.00	75,066.00	218,703.00
2000-2999: Classified Personnel Salaries	Base	0.00	2,620.00	19,736.00	20,328.00	20,937.00	61,001.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	43,489.00	44,794.00	46,137.00	134,420.00
2000-2999: Classified Personnel Salaries	Other	69,183.00	69,183.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		49,907.00	26,604.00	30,956.00	31,885.00	32,841.00	95,682.00
3000-3999: Employee Benefits	Base	9,600.00	18,556.00	33,802.00	34,816.00	35,860.00	104,478.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	6,751.00	6,954.00	7,162.00	20,867.00
3000-3999: Employee Benefits	Other	29,878.00	29,878.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Special Education	1,113.00	1,113.00	1,146.00	1,180.00	1,215.00	3,541.00
5000-5999: Services And Other Operating Expenditures		8,000.00	8,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5000-5999: Services And Other Operating Expenditures	Special Education	0.00	0.00	0.00	0.00	3,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures		2,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	2,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	3,000.00	3,000.00	0.00	6,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	226,799.00	233,433.00	240,264.00	700,496.00
Goal 2	101,713.00	104,765.00	107,907.00	314,385.00
Goal 3	10,628.00	10,856.00	11,091.00	32,575.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.