

Introduction:

LEA: Sutter County Superintendent of Schools Contact: Gail Atwood, Assistant Supt.,(530)822-2957, GailA@sutter.k12.ca.us LCAP Year: 2016-17 to 18-19

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) [How have applicable stakeholders \(e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community](#)

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>As a part of the Local Control Accountability Plan (LCAP) process, input was collected from stakeholders throughout the 2015-16 school year. Discussions began in August 2015, to analyze data, plan stakeholder input sessions, and share the 2015-16 LCAP for stakeholder review. Beginning in October 2015, monthly budget updates were provided to the Board on expenditures outlined in each goal.</p> <p>A parent advisory group met twice during the 2015-2016 school year. October 6, 2015 and April 5, 2016. These meetings were used to engage parents in the process of data review and LCAP goal discussion. Dates for the advisory meetings were communicated by mail, phone calls and personal contact. Great effort was taken to schedule parent meetings at dates and times conducive to parent work schedules. The meetings were held at the school site for easy accessibility.</p> <p>Efforts were made to ensure that stakeholder meetings were focused and targeted to be able to gather meaningful input. Significant data was highlighted to encourage discussion for ideas and suggestions. Listed below</p>	<p>Stakeholder input and the impact on the development of the 2016-17 LCAP is consistent with input received when preparing the LCAP the past two years. Parents, students, teachers, other staff, community members, and professional partners continue to be interested in focusing goals, actions, and fiscal resources on the following:</p> <ul style="list-style-type: none"> • Providing a rigorous alternative academic program guiding school-wide and individual goals • Improving school climate through the consistent use of positive practices that “Focus on Responsibility and Academics.” • Maintaining and improving school to home communication and involvement • Improving career awareness and job skills • Improving assessment practices to accurately identify learning and emotional needs

are stakeholder meetings in which the 2015-16 annual update was discussed, and the 2016-17 LCAP draft was discussed, and input was generated.

- **Administrative staff met to review goals, plans, and data:** 9/10/2015, 10/1/2015, 10/15/2015, 11/19/2015, 12/3/2015, 12/17/2015, 1/21/2016, 2/4/2016, 2/25/2016, 3/10/2016, 4/14/2016, 5/19/2016, 6/8/2016
- **Parent advisory committee meetings which included representation of our English Learners were held to review data and discuss progress of goals, actions/services, and budget:** 10/6/2015, 4/5/2016
- **Classified/certificated meetings which included representatives from both bargaining units:** 10/7/2015, 1/20/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/18/2016
- **FIT** (Community Agency meeting which includes stakeholders from the following agencies: Sutter County Probation, Human Services/Health Division/Welfare/Social Services, Employment Services, Alta Regional, Sutter-Yuba Mental Health Services, Friday Night Live, Yuba City Police, and Yuba City Unified School District Welfare and Attendance): 4/26/2016
- **Foster Youth Advisory Meeting:** 4/26/2016
- **SCSOS Board meetings** 3/9/2015, 4/13/2016
- **Superintendents' Meeting:** 4/26/2016
- **Teachers surveyed:** 2/10/2016
- **Students surveyed:** 3/7 – 3/11/2016
- **Survey was posted to FACEBOOK in English and Spanish for community input:** 3/10/2016
- **Survey was posted to website in English and Spanish for community input:** 2/22/2016 through 4/8/2016
- **Parents surveyed through mailed copies and personal phone calls in English and Spanish:** 3/21 – 3/31/2016
- **Administrative staff met to discuss survey results and plan goals/ activities and determine budget based on stakeholder input:** 3/24/2016, 4/11/2016 (Cabinet), 4/14/2016, 5/12/2016
- **LCAP shared via flyers/brochures and a presentation at a family/community event which included dinner and raffle items:**

- Providing needed support for the social-emotional needs of students and parents
- Improving transitional support for students returning to home districts
- Focusing on assisting students in getting back on track to receive a high school diploma

Through stakeholder discussion and survey results it was determined that the overarching goals written in the 2015-16 LCAP remain relevant to the needs identified for the FRA population. The only adjustment was in the goal for Foster Youth as the focus has changed from direct services to supporting interagency collaboration, capacity building, and coordination with districts throughout the county.

Measurable outcomes were established. However, it was difficult to find adequate metrics in some areas appropriate for the FRA setting due to such challenges as high mobility rates, short term attendance of some students, and lack of a consistent cohort from year to year. Some metrics were analyzed and discussed, and it was determined that the following are either not applicable to FRA or require alternative measures:

- **Advanced Placement Exams:** Coursework and exams are not offered through FRA, rather by the district of residence.
- **Early Assessment Program:** Beginning in spring 2015, the CSU will use CAASPP English language arts/literacy and mathematics performance level outcomes to provide grade eleven students, their families, and their high schools early signals about students' readiness for college-level

5/19/2016

- **Information was shared with the Board via a powerpoint presentation at a meeting in the Spring highlighting the progress for the year: 4/13/2016**

Survey results from stakeholders were analyzed and reviewed in the development of the LCAP including those from students, staff, parents and community members.

Survey results reflected that a majority of students are interested in incentives, more sports activities, and better food.

Parent surveys indicated interest in such important areas as communication from the school and more job training skills and career exploration. Their overall input was positive, and they felt overall progress was made for their children. Parent comments were carefully considered in the development of the LCAP.

Attention was also focused toward reviewing other FRA plans during the development of the LCAP to create coherence and alignment between the plans. Some of our plans have become isolated and fragmented, and we're trying to meaningfully align them as a part of the process. FRA plans reviewed and considered during the development of this LCAP include:

- Single Plan for Student Achievement
- Local Education Accountability Plan
- Title III Plan
- School Safety Plan
- Countywide Plan for Expelled Youth
- WASC Schoolwide Action Plan

coursework. All grade 11 FRA students took the CAASPP exam and have the opportunity to demonstrate college readiness through the new system.

- Middle school dropout rates: only one class of middle school students are served at FRA. Students in this class are sent to FRA only after being expelled by their district or have truancy or other issues that make the FRA environment more suited for their needs. This happens at various points throughout the school year. Middle school students are typically with us for the remainder of the semester or the remainder of the school year.
- High School dropout rates: FRA does not generate a dropout rate based on the prescribed 4-year cohort method. Most of our students either stay and graduate with us or are returned to their district of residence.
- High School graduation rates: Since many of our students enroll severely credit deficient, the goal is to help students get back on track to graduate. We then will need to use an alternative measure in lieu of the traditional graduation rate. An effective alternative measure for FRA will be a combination of returning students to their districts on track to graduate and making sure those that stay with us graduate successfully as outlined in their Individual Learning Plan goals and transition plan.
- Expulsion rates: FRA does not expel students. We do reserve the right to return a student to his/her district of residence from which the expulsion was issued if the environment we offer is not conducive to the

	<p>student being successful in our program.</p> <p>Stakeholder input was highly valued and strongly considered throughout the development of the 2016-17 LCAP, as is evidenced by the actions and services identified in the plan. The process of engaging stakeholders in the development of the LCAP was highly beneficial regarding enhancing program awareness, creating shared vision for the students and establishing improved systems of communication.</p>
<p>Annual Update: Beginning in October 2015, quarterly updates were shared with faculty and staff through staff meetings and in written reports. These updates included quarterly metrics for those data points that could be measured throughout the year such as attendance, Renaissance assessments, progress toward completing Algebra 1 and numbers of student graduates.</p> <p>Monthly budget updates were presented to the Board covering reported and proposed expenditures throughout the organization.</p> <p>Data from 2015-16 and 2014-15 were generated through Data Quest, the California Healthy Kids Survey, Renaissance, CELDT and CASSP reports and were reviewed and analyzed by staff and shared with the LCAP advisory committee, and by stakeholders at a number of meetings delineated in the Stakeholder Involvement section above.</p> <p>The majority of FRA students are with us a short duration of time, making meaningful, long-term, comparative achievement difficult to analyze. Through the annual update process, discussions were held about how best to improve outcomes for students and which specific metrics and measurable objectives are most important in monitoring progress and informing practice.</p> <p>Meaningful conversations continually surfaced throughout the process of evaluating the 2015-16 expected outcomes and planned actions and</p>	<p>Annual Update: Discussion with stakeholders and responses to surveys reinforced the work that has been done in the past year as proposed by the 2015-16 LCAP goals, actions, and services.</p> <p>A great deal of discussion occurred regarding how to bring CTE courses in the FRA program. FRA has been included in the CTE Career Pathways Trust Grant and stakeholders are eager to see how course offerings and services will be provided as a result of this inclusion.</p> <p>Stakeholder input regarding the evaluation of the 2015-16 LCAP resulted in the refinement of measurable objectives for 2016-17 and shared vision around long-term actions and services. Staffing changes and circumstances have been challenging this year, and it is difficult to plan for next year and in the budgetary planning for the next three years.</p> <p>There has been a great deal of time spent discussing how to structure data assessment requirements associated with the measurable objectives, including what data will be used/collected, timelines, and</p>

<p>services. We analyzed many important areas of our work this year, including student achievement, the social and emotional needs of our students, professional development as it relates to common core, NGSS and ELD standards, our new statewide accountability system, and opportunities offered through current technologies. We also discussed how to move forward as our FRA structure continues to change. Many of the ideas that resulted from surveys and conversations with stakeholders were included in the actions and services in the 2016-17 LCAP, while other ideas are continuing to develop.</p> <p>The 2016-17 - 2018-19 Draft was made available to the public on June 17, 2016.</p>	<p>responsible parties. Processes for data collection were not firmly in place during the 2015-16 school year and therefore will need to be refined.</p> <p>In reviewing budget expenditures for 2015-16, it was noted that pinpointing specific funding sources for each action/service was challenging. When creating the 2016-17 LCAP, attention was paid to applying what we learned through the review process. Adjustments were made to match more accurately funding to services that will be offered.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL:</p>	<p>Goal #1: All students will achieve at high levels to prepare them for the next steps in their chosen career/college pathway.</p> <p>1.1 Highly qualified teachers 1.2 Standards aligned instructional materials 1.3 CCSS, NGSS and ELD standards 1.4 Course access 1.5 Other pupil outcomes WASC accreditation</p>	<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Identified Need:</p>	<p>Based on data collected and stakeholder input from teachers, staff, and students, the following are identified needs for the next three years:</p> <ul style="list-style-type: none"> All local and state assessment pass rates need to improve <p>Metric: Local and State Assessments: CAHSEE has been eliminated API 554 remains frozen RFEP rate, CELDT and AMAO 2: Students are not in our program long enough to use AMAO as a measurement , therefore, are not reclassified. CST/SBAC: These are not a reliable measure since only a very small percentage of students are continuously enrolled in COE schools from CBEDS to the testing date.</p> Number of students completing Algebra One needs to improve <p>Metric: Comparison from year to year of number of student completions</p> All teachers need to be assigned, credentialed and highly qualified for all subject areas. <p>Metric: Teacher Assignment and Credentials: All teachers are highly qualified in the Core subjects. Two teachers are not highly qualified in all subject areas taught; this will need to be remedied.</p> Need to align current curriculum, instruction, assessments, and reporting to the California Common Core State Standards (CCSS) <p>Metric: Implementation of CCCSS, NGSS, and ELD standards</p> All students need to have access to and be able to enroll in a broad course of study. <p>Metric: Class schedules: Currently offered; English, Social Science, Science, Math, Visual and Performing Arts, P.E. With Foreign Language, applied arts, career technical education, A-G requirements provided through Cyber High. Advanced placement exams and the early assessment program are not part of the offerings at Feather River Academy</p> Students need to show growth on Renaissance Learning assessments. <p>Metric: Local assessment three times per year.</p> FRA needs to maintain full WASC accreditation <p>Metric: 3-year site visit</p> 	

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All (school level, student level, ethnic sub-groups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> WASC accreditation will be maintained There will be a 4% increase in the number of students who complete Algebra 1. Because two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets. Therefore, analysis will occur based on these test years and growth targets will be determined and recorded in the LCAP for the 2016-17 school year update. HQT in Core subjects will be maintained, and there will be an increase of HQT in all subject areas. Standards aligned instructional materials will be purchased. Students will be increasingly instructed using standards-aligned materials Course access to CORE classes will be improved and maintained based on students' credit deficient needs. Students will show a 2% growth on the Renaissance Learning English and Math portion as assessed three times/year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain WASC accreditation through following the Schoolwide Action Plan, which addresses outcomes listed for each year.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$377,521 (OBJ 1000,3000)
Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement (CCSS, ELD), school culture (Capturing Kids' Hearts) and good instruction. Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration and professional development.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$4,801 (OBJ 1000,3000) Unrestricted General Fund \$36,649 (OBJ 1000,3000)
Purchase curriculum, materials, and supplies to support CCSS and intervention to improve student access and proficiency. Instruction will be aligned with the CCSS, NGSS and ELD standards using ES staff.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Lottery \$2,000 (OBJ 4100) Unrestricted General Fund \$6,000 (OBJ 5800) \$7,984 (OBJ 1000,3000) Title 1 \$1,352 (OBJ 1000,3000)

<p>Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$24,248 (OBJ 5700)</p>
<p>Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$37,856 (OBJ 1000,3000)</p>
<p>Life skills will be taught in existing health class and a new elective course: computer and career readiness will be offered.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$16,453 (OBJ 1000,3000)</p>
<p>An area will continue to be used to accommodate PE classes on campus and a contract with a personal trainer will be extended.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$10,000 (OBJ 5800) \$2,000 (OBJ 4300)</p>
<p>For low-income pupils and English learners: Alternative staff support such as student interns from the local community college will be utilized to help lower student/staff ratios.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$6,600 (OBJ 1000,3000)</p>

<p>For English learners: Professional development Ed Services Coordinator will provide professional development to staff using ELD strategies and how to address long-term English Learners.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$5,236 (OBJ 1000,3000)</p>
<p>For Redesignated fluent English proficient learners: For RFEP students, professional development will be provided in strategies to assure academic success.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$3,141 (OBJ 1000,3000)</p>
<p>For Redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$16,452 (OBJ 1000,3000) Title 1 \$6,607 (OBJ 1000,3000)</p>
<p>Implement common pacing guide and syllabi with the guidance of newly designated instructional coaches with a focus on strategies to improve student engagement.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$53,847 (OBJ 1000,3000)</p>
<p>FRA will be offering two new previously approved ROP classes as part of the Ornamental Horticulture pathway which is included in the California Career Pathways Trust Grant. These will be introductory ag/science courses that will allow students to attain Life Science and Physical Science credit.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Pathways Trust Grant \$92,135 (OBJ 1000,3000)</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- WASC accreditation will be maintained.
- There will be a 5% increase, in the number of students who complete Algebra 1
- Show growth on new performance index as per state target.
- HQT in Core subjects will be an increase of HQT in all subject areas.
- Standards aligned instructional materials will be fully implemented.
- Students will be increasingly instructed using standards-aligned materials.
- Course access to CORE classes will be improved and maintained based on students' credit deficient needs.
- Students will show a 2% growth on the Renaissance Learning English and Math portion as assessed three times per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain WASC accreditation through following the Schoolwide Action Plan, which addresses the outcomes for each year.</p>	<p align="center">School Wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$388,791 (OBJ 1000,3000)</p>
<p>Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement (CCSS, ELD), school culture (Capturing Kids' Hearts) and good instruction.</p> <p>Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration and professional development.</p>	<p align="center">School Wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$4,913 (OBJ 1000,3000)</p> <p>Unrestricted General Fund \$37,589 (OBJ 1000,3000)</p>
<p>Purchase curriculum, materials, and supplies to support CCSS and intervention to improve student access and proficiency.</p> <p>Instruction will be aligned with the CCSS, NGSS and ELD standards using ES staff.</p>	<p align="center">School Wide</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Lottery \$2,000 (OBJ 4100)</p> <p>Unrestricted General Fund \$6,000 (OBJ 5800) \$8,169 (OBJ 1000,3000) Title 1 \$1,373 (OBJ 1000,3000)</p>

<p>Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$24,248 (OBJ 5700)</p>
<p>Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$38,424 (OBJ 1000,3000)</p>
<p>Life skills will be taught in existing health class and an elective course: computer and career readiness will be offered.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$16,900 (OBJ 1000,3000)</p>
<p>An area will continue to be used to accommodate PE classes on campus and a contract with a personal trainer will be extended.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$10,000 (OBJ 5800) \$2,000 (OBJ 4300)</p>
<p>For low-income pupils and English learners: Alternative staff support such as student interns from the local community college will be utilized to help lower student/staff ratios.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$6,706 (OBJ 1000,3000)</p>
<p>For English learners: Professional development Ed Services Coordinator will provide professional development to staff using ELD strategies and how to address long-term English Learners.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$5,370 (OBJ 1000,3000)</p>

<p>For Redesignated fluent English proficient learners: For RFEP students, professional development will be provided in strategies to assure academic success.</p>	<p>School Wide</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$3,222 (OBJ 1000,3000)</p>
<p>For Redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success.</p>	<p>School Wide</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$16,900 (OBJ 1000,3000) Title I \$6,706 (OBJ 1000,3000)</p>
<p>Implement common pacing guide and syllabi with the guidance of newly designated instructional coaches with a focus on strategies to improve student engagement.</p>	<p>School Wide</p>	<p><u> X</u> ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$55,280 (OBJ 1000,3000)</p>
<p>FRA will continue to offer two classes as part of the Ornamental Horticulture pathway which is included in the California Career Pathways Trust Grant. These will be introductory ag/science courses that will allow students to attain Life Science and Physical Science credit.</p>	<p>School Wide</p>	<p><u> X</u> ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Career Pathways Trust Grant \$93,918 (OBJ 1000,3000)</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- WASC accreditation will be maintained.
- There will be a 5% increase in the number of students who complete Algebra 1
- Show growth on new performance index as per state target.
- HQT in Core subjects will be an increase of HQT in all subject areas.
- Standards aligned instructional materials will be fully implemented.
- Students will be increasingly instructed using standards-aligned materials.
- Course access to CORE classes will be improved and maintained based on students' credit deficient needs.
- Students will show a 2% growth on the Renaissance Learning English and Math portion as assessed three times per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain WASC accreditation through following the Schoolwide Action Plan, which addresses the outcomes for each year.</p>	<p align="center">School Wide</p>	<p><u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>Unrestricted General Fund \$398,295 (OBJ 1000,3000)</p>
<p>Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement (CCSS, ELD), school culture (Capturing Kids' Hearts) and good instruction.</p> <p>Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration and professional development.</p>	<p align="center">School Wide</p>	<p><u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>Unrestricted General Fund \$5,027 (OBJ 1000,3000)</p> <p>Unrestricted General Fund \$38,551 (OBJ 1000,3000)</p>
<p>Purchase curriculum, materials, and supplies to support CCSS and intervention to improve student access and proficiency.</p> <p>Instruction will be aligned with the CCSS, NGSS and ELD standards using ES staff.</p>	<p align="center">School Wide</p>	<p><u> X </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____</p>	<p>Lottery \$2,000 (OBJ 4100)</p> <p>Unrestricted General Fund \$6,000 (OBJ 5800) \$8,357 (OBJ 1000,3000) Title 1 \$1,395 (OBJ 1000,3000)</p>

Improve and increase use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.	School Wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Unrestricted General Fund \$24,248 (OBJ,5700)
Provide credit recovery opportunities via extended school year offerings for a week after each grading period and in June.	School Wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Unrestricted General Fund \$39,000 (OBJ 1000,3000)
Life skills will be taught in existing health class and an elective course: computer and career readiness will be offered.	School Wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Unrestricted General Fund \$17,358 (OBJ 1000,3000)
An area will continue to be used to accommodate PE classes on campus and a contract with a personal trainer will be extended.	School Wide	<u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Unrestricted General Fund \$10,000 (OBJ 5800) \$2,000 (OBJ 4300)
For low-income pupils and English learners: Alternative staff support such as student interns from the local community college will be utilized to help lower student/staff ratios.	School Wide	__ ALL OR: <u> X </u> Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Unrestricted General Fund \$6,807 (OBJ 1000,3000)
For English learners: Professional development Ed Services Coordinator will provide professional development to staff using ELD strategies and how to address long-term English Learners.	School Wide	__ ALL OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Unrestricted General Fund \$5,507 (OBJ 1000,3000)

<p>For Redesignated fluent English proficient learners: For RFEP students, professional development will be provided in strategies to assure academic success.</p>	<p>School Wide</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	<p>Unrestricted General Fund \$3,304 (OBJ 1000,3000)</p>
<p>For Redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success.</p>	<p>School Wide</p>	<p><u> </u>ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> X</u> Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	<p>Unrestricted General Fund \$17,358 (OBJ 1000,3000) \$6,807 (OBJ 1000,3000)</p>
<p>Implement common pacing guide and syllabi with the guidance of newly designated instructional coaches with a focus on strategies to improve student engagement.</p>	<p>School Wide</p>	<p><u> X</u> ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	<p>Unrestricted General Fund \$56,745 (OBJ 1000,3000)</p>
<p>FRA will continue to offer two classes as part of the Ornamental Horticulture pathway which is included in the California Career Pathways Trust Grant. These will be introductory ag/science courses that will allow students to attain Life Science and Physical Science credit.</p>	<p>School Wide</p>	<p><u> X</u> ALL OR: <u> </u>Low Income pupils <u> </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups: (Specify)_____</p>	<p>Unrestricted General Fund \$95,736 (OBJ 1000,3000)</p>

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

GOAL:	Goal #2 Students will receive supplemental support and intervention to address individual needs. 2.1 Parent Engagement 2.2 Transition for Foster Youth	Related State and/or Local Priorities: 1_ 2_ 3_ <input checked="" type="checkbox"/> 4_ 5_ 6_ <input checked="" type="checkbox"/> 7_ 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ <input checked="" type="checkbox"/> Local : Specify _____
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Identified Need:	<ul style="list-style-type: none"> Individual support for students and parents needs to be identified during orientation Metric: Parent and student CHK surveys stating positive support, attendance sheets at offerings. Parent input and participation needs to increase. Metric: Attendance at parent meetings and response to communication. Prompt enrollment and scheduling of Foster Youth needs to improve. Metric: Records indicating enrollment and scheduling
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (school level, student level, ethnic sub-groups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Teachers and administration will develop individual learning plans with students, perform transcript audits and over-all academic support and counseling, including discussion of parent needs for support, with each student and parent. Increase parent and student support offerings and increase participation in those offerings by 5%. Implement alternative ways to get parent input. Monitor the process of obtaining foster youth school records and scheduling in accordance with AB490.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize personalized learning plans which will be developed with students within the first week of attendance.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$12,847 (OBJ 1000,3000)
Mental health clinician will hold sessions and give support as needed.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$35,087 (OBJ 1000,3000)

<p>Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.</p>	<p>School Wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$40,000 (OBJ 5800) \$139,663 (OBJ 2000,3000) \$397,585 (OBJ 1000,3000) Title I \$25,000 (OBJ 1000, 3000)</p>
<p>Contribute to probation officer salary as needed.</p>	<p>School Wide</p>	<p><u> </u>X ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$40,000 (OBJ 5800)</p>
<p>For low-income pupils: Incorporate professional development/training during minimum days scheduled throughout the year.</p>	<p>School Wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$36,649 (OBJ 1000,3000)</p>
<p>For low-income pupils and foster youth: Provide resources to reduce barriers to accessing education; transportation options, school supplies.</p>	<p>School Wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>English Learners</p> <p><u> </u>X Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$11,511 (OBJ 2000,3000) \$8,000 (OBJ 5600) \$2,000 (OBJ 4300) \$2,000 (OBJ 5200) Title I \$4,293 (OBJ 5800) \$464 (OBJ 4300)</p>
<p>For English learners: Provide after school tutoring for EL students via specific teachers.</p>	<p>School Wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>X English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$9,147 (OBJ 2000,3000)</p>

<p>For English learners: Increase EL intervention materials as needed.</p>	<p>School Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$1,000 (OBJ 4,300)</p>
<p>For English learners: Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.</p>	<p>School Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$1,580 (OBJ 2000,3000)</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Teachers and administration will develop individual learning plans with students, perform transcript audits and over-all academic support and counseling, including discussion of parent needs for support, with each student and parent. • Increase parent and student support offerings and increase participation in those offerings by 5%. • Implement alternative ways to get parent input. • Monitor the process of obtaining foster youth school records and scheduling in accordance with AB490.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Utilize personalized learning plans which will be developed with students within the first week of attendance.</p>	<p>School Wide</p>	<p><u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$13,039 (OBJ 1000,3000)</p>

Mental health clinician will hold sessions and give support as needed.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$35,613 (OBJ 1000,3000)
Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$40,000 (OBJ 5800) \$141,758 (OBJ 2000,3000) \$403,924 (OBJ 1000,3000) Title I \$25,000 (OBJ 1000, 3000)
Contribute to probation officer salary as needed.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$40,000 (OBJ 5800)
For low-income pupils: Incorporate professional development/training during minimum days scheduled throughout the year.	School Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$37,589 (OBJ 1000,3000)
For low-income pupils and foster youth: Provide resources to reduce barriers to accessing education; transportation options, school supplies.	School Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$11,684 (OBJ 2000,3000) \$8,000 (OBJ 5600) \$2000 (OBJ 4300) \$2000 (OBJ 5200) Title I \$4,293 (OBJ 5800) \$464 (OBJ 4300)

For English learners: Provide after school tutoring for EL students via specific teachers.	School Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted General Fund \$9,396 (OBJ 2000,3000)
For English learners: Increase EL intervention materials as needed.	School Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted General Fund \$1,000 (OBJ 4300)
For English learners: Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.	School Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted General Fund \$1,650 (OBJ 2000,3000)

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Teachers and administration will develop individual learning plans with students, perform transcript audits and over-all academic support and counseling, including discussion of parent needs for support, with each student and parent. Increase parent and student support offerings and increase participation in those offerings by 5%. Implement alternative ways to get parent input. Monitor the process of obtaining foster youth school records and scheduling in accordance with AB490.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize personalized learning plans which will be developed with students within the first week of attendance.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Unrestricted General Fund \$13,235 (OBJ 1000,3000)

Mental health clinician will hold sessions and give support as needed.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$36,147 (OBJ 1000,3000)
Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$40,000 (OBJ 5800) \$143,884 (OBJ 2000,3000) \$410,358 (OBJ 1000,3000) Title I \$25,000 (OBJ 1000,3000)
Contribute to probation officer salary as needed.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$40,000 (OBJ 5800)
For low-income pupils: Incorporate professional development/training during minimum days scheduled throughout the year.	School Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$38,551 (OBJ 1000,3000)
For low-income pupils and foster youth: Provide resources to reduce barriers to accessing education; transportation options, school supplies.	School Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$11,859 (OBJ 2000,3000) \$8,000 (OBJ 5600) \$2,000 (OBJ 4300) \$2,000 (OBJ 5200) Title I \$4,293 (OBJ 5800) \$464 (OBJ 4300)
For English learners: Provide after school tutoring for EL students via specific teachers.	School Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$9,651 (OBJ 2000,3000)

<p>For English learners: Increase EL intervention materials as needed.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$1,000 (OBJ 4300)</p>
<p>For English learners: Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$1,696 (OBJ 2000,3000)</p>

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

GOAL:	Goal #3 Increase sense of safety, increase attendance and decrease discipline issues 3.1 Facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need:	Based on data collected and evaluated over the past two years the following needs were identified: <ul style="list-style-type: none"> • Suspension rates need to decrease • Attendance rates need to increase • Chronic absenteeism rates need to decrease (Middle school dropout rates do not apply) • Expulsion rates do not apply as we are a school for County expelled youth. (High School Dropout rates do not apply to COE schools) • High School graduation rate needs to increase Metric: Data quest for suspension and attendance rates. Local measure of students returning to their home school • Facilities need to remain in good repair Metric: Williams compliance
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All (school level, student level, ethnic sub-groups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Coordination with County probation will occur to establish a presence on campus • Attendance rate will increase by 2% • Suspension rate will decrease by 2% • Chronic absenteeism rate will decrease by 5% • Graduation rate will increase from local baseline data by 5% • Administration and staff will collaborate with Child Welfare and Attendance concerning Foster Youth • Facilities and materials will be maintained as “good” per Williams
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$15,000 (OBJ 4300) \$10,000 (OBJ 5800)

Monthly Meeting with FM&O Supervisor will be held to ensure prompt attention to maintenance issues.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
A Teen Leadership class will be offered.	School Wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$16,453 (OBJ 1000,3000)

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Coordination with County probation will occur to establish a presence on campus
- Attendance rate will increase by 2%
- Suspension rate will decrease by 2%
- Chronic absenteeism rate will decrease by 5%
- Graduation rate will increase from local data by 5%
- Administration and staff will collaborate with Child Welfare and Attendance concerning Foster Youth
- Facilities and materials will be maintained as “good” per Williams

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.	School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$15,000 (OBJ 4300) \$10,000 (OBJ 5800)

<p>Monthly Meeting with FM&O Supervisor will be held to ensure prompt attention to maintenance issues.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>A teen leadership class will be offered.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$16,900 (OBJ 1000,3000)</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Coordination with County probation will occur to establish a presence on campus • Attendance rate will increase by 2% • Suspension rate will decrease by 2% • Chronic absenteeism rate will decrease by 5% • Graduation rate will increase from local data by 5% • Administration and staff will collaborate with Child Welfare and Attendance concerning Foster Youth • Facilities and materials will be maintained as “good” per Williams
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$15,000 (OBJ 4300) \$10,000 (OBJ 5800)</p>
		<p><input checked="" type="checkbox"/> ALL</p>	

<p>Monthly Meeting with FM&O Supervisor will be held to ensure prompt attention to maintenance issues.</p>	<p>School Wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>A teen leadership class will be offered.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$17,358 (OBJ 1000,3000)</p>

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

GOAL:	Goal #4 All foster youth will receive improved academic and social-emotional support through the improved cross-systems communication and services with agencies and schools to increase identification and support for providing case management services to help close the achievement gap.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8_X COE only: 9__ 10_X Local : Specify _____
Identified Need:	With the passage of AB854 the following are identified needs: <ul style="list-style-type: none"> • Increase knowledge of staff concerning criteria, rights, services and needs of Foster Youth Metric: 4.Staff survey, training sign-in sheets. • Increase foster youth academic success with grade promotion and graduation rates. Metric: School cumulative records, transfer of records, attendance rates, coordination with child welfare agencies, standardized tests, participation in all programs • Improve coordination of program services to ensure positive education outcomes of foster youth. Metric: Changes in percentage of foster youth for whom the team of stakeholders supporting educational success has the education-related information needed to identify educational strengths, needs and necessary services 		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All (school level, student level, ethnic sub-groups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff surveys will indicate a 2% increased awareness of the needs of foster youth • The achievement gap between foster youth and the general student population will decrease by 2% through a comparison of data based on student's age, grade, chronic attendance rates, time of enrollment, and standardized test results. • There will be a 5% increase in the number of foster youth for whom key stakeholders have received timely health and education-related information 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth county-wide.	County-wide	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Foster Youth State Grant \$50,990 (OBJ 2000,3000)

<p>Assure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training to be scheduled Fall of 2016.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$175 (OBJ 2000,3000) Foster Youth State Grant \$572 (OBJ 2000,3000)</p>
<p>Make sure a connection exists for foster youth with a coach, tutor, and mentor directly. Volunteer mentors will be recruited and matched with foster youth as available.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Foster Youth State Grant \$123,971 (OBJ 2000,3000)</p>
<p>Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient, expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Foster Youth State Grant \$5,037 (OBJ 2000,3000)</p>
<p>Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$204 (OBJ 1000,3000) Foster Youth State Grant \$387 (OBJ 2000,3000)</p>
<p>Provide extra out of school tutoring as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Foster Youth State Grant \$15,045 (OBJ 2000,3000)</p>

Relationships with foster youth will be improved by assigning a staff member to provide individual support.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
Increase the participation of foster parents, community partners, and other school district representatives in the Foster Youth Local Advisory Group.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Staff surveys will indicate a 2% increased awareness of the needs of foster youth
- The achievement gap between foster youth and the general student population will decrease by 2% on each metric
- There will be a 5% increase in the number of Foster youth for whom key stakeholders have received timely health and education-related information

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth county-wide.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Foster Youth State Grant \$53,239 (OBJ 2000,3000)
Assure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training to be scheduled Fall of 2017.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$183 (OBJ 2000,3000) Foster Youth State Grant \$592 (OBJ 2000,3000)

<p>Make sure a connection exists for foster youth with a coach, tutor, and mentor directly. Volunteer mentors will be recruited and matched with foster youth as available.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Foster Youth State Grant \$129,440 (OBJ 2000,3000)</p>
<p>Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Foster Youth State Grant \$5,113 (OBJ 2000,3000)</p>
<p>Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Unrestricted General Fund \$207 (OBJ 1000,3000) Foster Youth State Grant \$393 (OBJ 2000,3000)</p>
<p>Provide extra out of school tutoring as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Foster Youth State Grant \$15,270 (OBJ 2000,3000)</p>
<p>Relationships with foster youth will be improved by assigning a staff member to provide individual support.</p>	<p>County-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0</p>
		<p><input type="checkbox"/> ALL</p>	

Increase the participation of foster parents, community partners, and other school district representatives in the Foster Youth Local Advisory Group.	County-wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$0
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff surveys will indicate a 2% increased awareness of the needs of foster youth • The achievement gap between foster youth and the general student population will decrease by 2% on each metric • There will be a 5% increase in the number of Foster youth for whom key stakeholders have received timely health and education-related information
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that all foster youth are identified and served by continuing with research-based programs to identify, engage and track all foster youth county-wide.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Foster Youth State Grant \$54,717 (OBJ 2000,3000)
Assure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training to be scheduled Fall of 2018.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Unrestricted General Fund \$188 (OBJ 2000,3000) Foster Youth State Grant \$610 (OBJ 2000,3000)
Make sure a connection exists for foster youth with a coach, tutor, and mentor directly. Volunteer mentors will be recruited and matched with foster youth as available.	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Foster Youth State Grant \$133,033 (OBJ 2000,3000)
Update foster youth services by gathering data from child welfare, probation, mental health, and school districts to outline needed services. Continue to implement a checklist that can be used by all stakeholders, including; education	County-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Foster Youth State Grant \$5,189 (OBJ 2000,3000)

<p>related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.</p>		<p>__Other Subgroups:(Specify)_____</p>	
<p>Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.</p>	<p>County-wide</p>	<p>__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Unrestricted General Fund \$210 (OBJ 1000,3000) Foster Youth State Grant \$399 (OBJ 2000,3000)</p>
<p>Provide extra out of school tutoring as agreed upon by the County Office and Districts in Sutter County, for additional support in improving academic achievement and establishing a one-on-one relationship with each foster youth.</p>	<p>County-wide</p>	<p>__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Foster Youth State Grant \$15,499 (OBJ 2000,3000)</p>
<p>Relationships with foster youth will be improved by assigning a staff member to provide individual support.</p>	<p>County-wide</p>	<p>__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$0</p>
<p>Increase the participation of foster parents, community partners, and other school district representatives in the Foster Youth Local Advisory Group.</p>	<p>County-wide</p>	<p>__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$0</p>

GOAL:	. Goal #5 All expelled youth will satisfy the terms of the expulsion agreements and return to their home school or fulfill requirements for graduation at FRA. 5.1 Instruction of expelled pupils.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ <u>X</u> 10__ Local : Specify _____
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Identified Need:	<ul style="list-style-type: none"> Graduation rates for expelled youth need to increase. Barriers exist preventing expelled youth from returning to their home school. Metric: Graduation rate and local measure of students returning to home district Instruction for expelled youth needs to be coordinated with districts Metric: Annual audit of compliance with rehabilitation plan outlined in the MOU with districts
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All (school level, student level, ethnic sub-groups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)
	Applicable Pupil Subgroups:	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 10% of expelled youth will return to their home schools or graduate from FRA. A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update county-wide expulsion plan and continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.	School Wide	__ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u>	Unrestricted General Fund \$275 (OBJ 2000,3000) \$317 (OBJ 1000,3000)

<p>Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.</p>	<p>School Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> </u> Expelled Youth.</p>	<p>Title I \$14,131 (OBJ 1000,3000)</p>
<p>Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.</p>	<p>School Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> </u> Expelled Youth</p>	<p>Title I \$9,010 (OBJ 1000, 3000)</p>
<p>Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.</p>	<p>School Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> </u> Expelled Youth</p>	<p>Unrestricted General Fund \$564 (OBJ 1000,3000)</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 10% of expelled youth will return to their home schools or graduate from FRA. • A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Update county-wide expulsion plan and continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.</p>	<p>School Wide</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> X</u> Other Subgroups:(Specify) <u> </u> Expelled Youth</p>	<p>Unrestricted General Fund \$279 (OBJ 2000,3000) \$325 (OBJ 1000,3000)</p>

<p>Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Title I \$14,343 (OBJ 1000,3000)</p>
<p>Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>Title I \$9,780 (OBJ 1000, 3000)</p>
<p>Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>Unrestricted General Fund \$590 (OBJ 1000,3000)</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 10% of expelled youth will return to their home schools or graduate from FRA. • A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Update county-wide expulsion plan and continue to monitor for effectiveness with all districts. Begin discussion regarding updates and revisions of the plan in the upcoming three-year cycle.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Unrestricted General Fund \$284 (OBJ 2000,3000) \$329 (OBJ 1000,3000)</p>

<p>Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Title I \$14,559 (OBJ 1000,3000)</p>
<p>Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Title I \$9,926 (OBJ 1000, ,3000)</p>
<p>Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.</p>	<p>School Wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Unrestricted General Fund Page 42 of 66 \$599 (OBJ 1000,3000)</p>

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #1: All students will achieve at high levels to prepare them for the next steps in their chosen career/college pathway.</p> <p>1.1 Highly qualified teachers 1.2 Standards aligned instructional materials 1.3 CCSS, NGSS and ELD standards 1.4 Course access 1.5 Other pupil outcomes 1.6 WASC accreditation</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Goal Applies to: Schools: ALL</p> <p>Applicable Pupil Subgroups: All (school level, student level ethnic subgroups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth, and foster youth).</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1.6 WASC accreditation will be maintained. Percentage of students passing CAHSEE ELA and Math will increase by 4%.</p> <p>1.3 There will be a 4% increase in the number of students who complete Algebra 1.</p> <p>1.3 Establish baseline on new performance index as per state target.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1.6 FRA continues to measure student and school improvement through the Modified Schoolwide Action Plan, with a focus on Pupil Outcomes, Conditions of Learning for all students, and Engagement. Refining the assessment process as a result of the CAHSEE suspension is underway.</p> <p>1.6 FRA continues to refine the Modified Schoolwide Action Plan in preparation for a one day WASC visit at three years.</p> <p>1.3 As a result of more focused instruction and the use of the ALEKS math program, 19 students passed Algebra 1 in the 2015-16 school year which is a >4% increase over the 13 students who passed in 2014-15.</p> <p>1.3 On October 7, 2015, the CAHSEE was suspended per Senate Bill (SB) 172 (Liu), signed by Governor Brown on October 7, 2015, suspends the administration of the California High School Exit Examination (CAHSEE). Due to the new legislation, the 2014-15 CAASPP ELA and Math test scores establish a baseline for the new testing system. Because two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets. Therefore, the analysis will occur based on these test years and growth targets will be determined and recorded in the LCAP for the 2016-17 school year.</p>

<p>1.1 HQT in Core subjects will be maintained, and there will be an increase of HQT in all subject areas.</p> <p>1.2 Standards aligned instructional materials will be purchased.</p> <p>1.2 Students will be increasingly instructed using standards-aligned materials</p> <p>1.4 Course access to CORE classes will be improved and maintained based on students' credit deficient needs.</p> <p>1.5 Students will show a 2% growth on the Renaissance Learning English and Math portion as assessed three times/year.</p>	<p>1.3 FRA uses Renaissance Learning to assess students in both ELA and Math as a local assessment to measure students.</p> <p>1.1 HQT in Core subjects continues to be a goal in all subject areas.</p> <p>1.2 Standards aligned instructional materials have been purchased in English and will continue to be purchased.</p> <p>1.2 With the purchase of new instructional materials, students are continuously being instructed with standards-aligned materials. Research is being conducted for Integrated Math1.</p> <p>1.4 To more fully support students at FRA, one additional course in Math and English were added to the master schedule.</p> <p>1.5 Out of the 34 students who completed the pre and post-Renaissance ELA/Math assessment- 15 students showed >2% ELA growth 18 Students showed > 2% Math growth</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1.6 Maintain WASC accreditation through following the Schoolwide Action Plan, which addresses outcomes listed for each year.</p>	<p>Unrestricted General Funds, Lottery, Title I, \$241,941 (did not include benefits)</p>	<p>1.6 FRA continues to refine the Modified Schoolwide Action Plan in preparation for a one day WASC visit at three years.</p>	<p>Unrestricted General Funds, Lottery, Title I, \$349,386 (includes benefits) (OBJ 1000,3000)</p>

<p>1.3 Provide quality, ongoing professional development and collaboration via release time for staff need focused on student achievement (CCSS, ELD), school culture (Capturing Kids' Hearts) and good instruction.</p>	<p>Unrestricted General Fund \$5,138</p>	<p>1.3 Professional development is provided by the County Educational Services Staff on CCSS, NGSS, and ELD instructional and standards, including preparation for the Smarter Balanced Assessment (SBA) in the California Assessment of Student Performance and Progress (CAASPP) system. Regular meetings occur to continue work that began with WASC.</p>	<p>Unrestricted General Fund \$4,512 (budgeted 5 days, only used 4) (OBJ 1000,3000)</p>
<p>1.1 Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration and professional development.</p>	<p>Unrestricted General Fund \$34,153</p>	<p>1.1 Every Wednesday (35 minimum days) occurred for staff meetings/development and collaboration from 1:00-3:00 p.m. As a result of these meetings, staff were able to establish PLCs and improve curriculum alignment.</p>	<p>Unrestricted General Fund \$34,079 (OBJ 1000,3000)</p>
<p>1.2 Purchase curriculum, materials, and supplies to support CCSS and intervention to improve student access and proficiency.</p>	<p>Lottery, Title I, Unrestricted General Fund \$4,000</p>	<p>1.2 FRA continues to purchase curriculum, materials and supplies to support CCSS and intervention to improve student access and proficiency. Currently, English has been purchased, and research is being conducted for Integrated Math 1.</p>	<p>Unrestricted General Fund, Lottery, Title I \$8,000 (OBJ 4000,5000)</p>
<p>1.3 Instruction will be aligned with the CCSS, NGSS and ELD standards using ES staff support and training.</p>	<p>Unrestricted General Funds \$6,296</p>	<p>1.3 Due to staff changes and a realignment of priorities, the alignment of instruction with the CCSS, NGSS and ELD standards using ES staff support and training was not completed and will continue to be a goal.</p>	<p>Unrestricted General Fund \$4,698 (OBJ 1000,3000)</p>
<p>1.3 Improve and increase use of technology for instruction, student engagement, and assessment via the purchase of improved equipment and software.</p>	<p>Unrestricted General Funds \$25,602</p>	<p>1.3 Improving and increasing the use of technology for instruction, student engagement and assessment continues with the purchase of new curriculum that contains built-in technology supports. The Aleks math program continues to be utilized. Google Docs and Drive is used for staff collaboration. Google Apps for Education is used throughout campus to increase student's technology knowledge for 21st Century skills. The purchase of improved equipment and software continues to be a goal.</p>	<p>Unrestricted General Fund \$26,400 (OBJ 2000,3000,5700)</p>
<p>1.4 Provide credit recovery opportunities via extended school year offerings for a week after each grading period.</p>	<p>Unrestricted General Funds \$12,660</p>	<p>1.4 Credit recovery opportunities via extended school year offerings occurred in: Summer (20 days)= 23 students enrolled earning 322 credits</p>	<p>Unrestricted General Fund \$37,260 (additional staff was added, as well as two</p>

<p>1.4 Life skills will be taught in existing health class and a new elective course: computer and career readiness will be offered.</p>	<p>Unrestricted General Funds \$11,482</p>	<p>October (5 days)= 37 students enrolled earning 170 credits March (4 days)= 37 students enrolled earning 101.5 credits</p> <p>1.3 & 1.4 In 2015-16 courses in Robotics, Career Education, Life Management, and Technology were instituted. FRA will be offering two new previously approved ROP classes as part of the Ornamental Horticulture pathway which is included in the California Career Pathways Trust Grant. These will be introductory ag/science courses that will allow students to attain Life Science and Physical Science credit.</p>	<p>summer sessions this year) (OBJ 1000,3000)</p> <p>Unrestricted General Fund \$15,226 (benefits added) (OBJ 1000,3000)</p>
<p>1.4 An area will continue to be used to accommodate PE classes on campus and a contract with a personal trainer will be extended.</p>	<p>Unrestricted General Funds \$8,200</p>	<p>1.4 Based on student and community input Yoga and P.E. courses were refined for students. FRA has a teacher who provides Yoga instruction and a contract with a staff member of Elite Fitness was added to support P.E.</p>	<p>Unrestricted General Fund \$12,000 (summer session added) (OBJ 4300,5800)</p>
<p>1.5 For low-income pupils and English learners: Alternative staff support such as student interns from the local community college will be utilized to help lower student/staff ratios.</p>	<p>Unrestricted General Funds \$6,121</p>	<p>1.5 For low-income pupils and English learners: Due to restructured priorities, alternative staff support such as student interns from the local community college was not utilized but continues to be a goal.</p>	<p>\$0</p>
<p>1.4 For English learners: Professional development Ed Services Coordinator will provide professional development to staff using ELD strategies and how to address long-term English Learners.</p>	<p>Unrestricted General Funds, Lottery Title I, Title III, \$4,879</p>	<p>1.4 For English learners: The Ed Services Coordinator provides professional development to staff using ELD strategies and how to address long-term English Learners.</p>	<p>Unrestricted General Funds, Lottery, Title III, \$4,868 (OBJ 1000,3000)</p>
<p>1.4 For Re-designated fluent English proficient learners. For RFEP students, professional development will be provided in strategies to assure academic success.</p>	<p>Unrestricted General Funds \$2,927</p>	<p>1.4 For Re-designated fluent English proficient learners: For RFEP students, professional development from an assigned Ed Services Coordinator continues to be provided covering strategies to assure academic success.</p>	<p>Unrestricted General Funds, \$2921 (OBJ 1000,3000)</p>

<p>1.4 For Re-designated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success.</p> <p>1.3 Develop a common pacing guide and syllabi with the guidance of newly designated instructional coaches.</p>	<p>Unrestricted General Funds \$12,174</p> <p>Unrestricted General Funds \$42,481</p>	<p>1.4 For Re-designated fluent English proficient learners: RFEP students were assigned to an individual staff member for monitoring and support to assure academic success. The English teacher met quarterly with the Vice Principal/Academic Counselor to review the progress of RFEP students.</p> <p>1.3 The development of a common pacing guide with syllabi continues through a PLC with the designated instructional coach. PLC continues to implement goals established during the WASC process and recommendations from the WASC visiting committee. PLC meetings occurred on 9/10, 9/24, 10/8, 10/21, 12/10, 1/7, 1/14, 1/28, 2/25, 3/10.</p>	<p>Unrestricted General Funds \$21,405 (2 staff members participated) (OBJ 1000,3000)</p> <p>Unrestricted General Fund \$49,927 (OBJ 1000,3000)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Expelled Youth.</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Expelled Youth</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and changes to goals?</p>	<p>Numbers have been added throughout the LCAPs Expected Annual Measurable Outcomes, Planned Actions/Services and Actual Actions/Services to align services.</p> <p>1.3 On October 7, 2015, the CAHSEE was suspended per Senate Bill (SB) 172 (Liu), signed by Governor Brown on October 7, 2015, suspends the administration of the California High School Exit Examination (CAHSEE).</p> <p>1.3 Due to the new legislation, the 2014-15 CAASPP ELA, and Math test scores establish a baseline for the new testing system. Because two years of data is needed to determine growth targets, the 2014-15 and 2015-16 CAASPP ELA and Math scores will be used to determine targets. Therefore, the analysis will occur based on these test years and growth targets will be determined and recorded in the LCAP for the 2016-17 school year.</p> <p>1.3 & 1.4 In 2015-16 courses in Robotics, Career Education, Life Management, and Technology were instituted. FRA will be offering two new previously approved ROP classes as part of the Ornamental Horticulture pathway which is included in the California Career Pathways Trust Grant. These will be introductory ag/science courses that will allow students to attain Life Science and Physical Science credit.</p> <p>1.0 Budgeted expenditures for the next three years show an increase due to the inclusion of employee benefits and salary increases.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal #2 Students will receive supplemental support and intervention to address individual needs. 2.1 Parent Engagement 2.2 Transition for Foster Youth</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6X 7__ 8X COE only: 9__ 10X Local : Specify _____</p>
<p>Schools: All</p>		
<p>Goal Applies to:</p>	<p>Applicable Pupil Subgroups: All (school level, student level, ethnic sub-groups, students eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Teachers and administration will develop individual learning plans with student's, perform transcript audits and over-all academic support and counseling, including discussion of parent needs for support, with each student and parent.</p> <p>2.1 Increase parent and student support offerings and increase participation in those offerings by 5%.</p> <p>2.1 Pilot alternative ways to get parent input.</p> <p>2.2 Monitor the process in obtaining foster youth school records and scheduling in accordance with AB490.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2.1 The 105 orientations including AB 167 evaluation (foster youth) were completed. A new version of the ILP is in the process of re-design. Every graduating student meets with the FRA Counselor for an exit interview and review of post-grad plans.</p> <p>2.1 2015-16 Student and Parent participants increased as did the participation in those offerings:</p> <p>Five students in ART-Aggression Replacement Therapy Seven students in CBT- Cognitive Behavioral Therapy 14 students to FAST Three families in Parent Project 18 students in counseling groups 12 students in CSOC Over 300 students, parents, families and community members participated in the FRA Community Open House and Dinner, which was an increase from the 200 who attended in 2014-15.</p> <p>2.1 48 Parents participated in the LCAP survey. FRA hand delivered and made phone calls in multiple languages to all FRA parents.</p> <p>2.1 113 Home visits were made by FRA staff to increase parent and student support and participation.</p> <p>2.2 IPP staff continues to work collaboratively with FRA staff in monitoring foster youth school records and scheduling in accordance with AB490. A checklist is used to assure a more comprehensive and streamlined process.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Utilize personalized learning plans which will be developed with students within the first week of attendance.	Unrestricted General Fund \$12,100	2.1 The 105 orientations including AB 167 evaluation (foster youth) were completed. A new version of the ILP is in the process of re-design. Every graduating student meets with the FRA Counselor/ Vice Principal for an exit interview and review of post-grad plans.	Unrestricted General Funds \$12,014 (OBJ 1000,3000)
2.1 Mental health clinician will hold sessions and give support as needed.	SE Mental Health, Medical, Unrestricted General Fund \$40,000	2.1 Mental health clinician held two groups of girls and two groups of boys in "Forward Thinking" that teaches students how to deal with their emotions in productive ways.	Unrestricted General Funds \$29,814 (partial year) (OBJ 2000,3000)
2.1 Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.	Title I Lottery, Unrestricted General Fund \$530,500	2.1 Aggression Replacement Therapy (ART) was provided for five male students occurring over a 10-week period meeting a few times a week. 2.1 113 Home visits were made by FRA staff to increase parent and student support and participation. Several parents stepped up and assisted with our sports programs and holiday activities. 2.1 Depending on the activity, the adult to student ratios are as low as 1:3 to 1:5. This represents a significant improvement in the student/adult contact and provides additional support for the case management of students. Increasing student engagement and providing intervention and prevention activities.	Unrestricted General Fund, Title I, Lottery, \$629,875 (cost of all support staff) (OBJ 1000,2000,3000,5800)

<p>2.1 Contribute to probation officer salary as needed.</p>	<p>Unrestricted General Fund \$40,000</p>	<p>2.1 In 2015-16, SCSOS Contributed \$40,000 to the salary of a probation officer.</p>	<p>Unrestricted General Fund \$40,000 (OBJ 5800)</p>
<p>2.1 For low-income pupils: Incorporate professional development/training during minimum days scheduled throughout the year.</p>	<p>Title I, Unrestricted General Fund \$8,000</p>	<p>2.1 For low-income pupils: 35 days, six teachers for 2 hours every Wednesday plus trainer provided Professional development/training. This continues to be a goal during minimum days scheduled throughout the year.</p>	<p>Unrestricted General Fund \$34,079 (OBJ 1000,3000)</p>
<p>2.1 For low-income pupils and foster youth: Provide resources to reduce barriers to accessing education; transportation options, school supplies.</p>	<p>Title I, Homeless Grant, Lottery, Unrestricted General Fund \$21,800</p>	<p>2.1 For low-income pupils and foster youth: IPP staff continues to work collaboratively with FRA front office staff in obtaining student records for Foster Youth. A checklist has been developed to assure a more comprehensive and streamlined process. IPP staff provide tutoring for FRA foster youth to assist in strengthening academic skills and making up credit deficiencies. FRA provides a staff member and van to pick up approximately 23 students every morning in three routes. These students have extraordinary circumstances and would otherwise continue a pattern of truancy without additional support.</p>	<p>Unrestricted General Fund, Title I, Homeless Grant, \$28,268 (OBJ 2000,3000,4300,5200, 5600,5800)</p>
<p>2.1 For English learners: Provide after school tutoring for EL students via specific teachers.</p>	<p>Unrestricted General Fund \$8,500</p>	<p>2.1 For English learners: After school tutoring is offered three days a week by homeroom teachers resulting in more success in obtaining credits and accomplishing individual goals toward graduation.</p>	<p>Unrestricted General Funds \$8,466 (OBJ 1000,3000)</p>
<p>For English learners: Increase EL intervention materials as needed.</p>	<p>Unrestricted General Fund, Lottery, \$1,000</p>	<p>2.1 For English learners: A continuing goal is to increase EL intervention materials as needed. The ELD teacher identified and purchased high interest reading material to support ELD curriculum.</p>	<p>Unrestricted General Funds, \$1,000 (OBJ 4300)</p>

For English learners: Improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis.		Unrestricted General Funds, Lottery, Title I, Title III \$1,500	For English learners: This is an ongoing goal of all staff; to improve relationships with EL students and parents by assigning staff to monitor and support progress and connect with parents on a regular basis. Parents commented on the LCAP survey that they did appreciate the bi-lingual front office staff person who can inform them and support them in conveying their concerns to staff and administration.	Unrestricted General Funds, Title I, Title III \$1,489 (11 days) (OBJ 1000,3000)
Scope of service:			Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and changes to goals?		Numbers have been added throughout the LCAPs Expected Annual Measurable Outcomes, Planned Actions/Services and Actual Actions/Services to align services. Budgeted expenditures for the next three years show an increase due to the inclusion of employee benefits and salary increases.		
Original GOAL from prior year LCAP:	Goal #3 Increase sense of safety, increase attendance and decrease discipline issues 3.1 Facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All(school level, student level, ethnic sub-groups, student eligible for free and reduced-price meals, English learners, students with disabilities, expelled youth and foster youth)			
Expected Annual Measurable Outcomes:	3. Coordination with County probation will occur to establish a presence on campus 3. Attendance rate will increase by 2%.	Actual Annual Measurable Outcomes:	3. Coordination with County probation continues to occur establishing a positive presence on campus. The officer is on campus an average of 3 days a week. 3. As a result of attendance incentives attendance rate increased by > 2% from 73% to 76%.	

	<p>3. Suspension rate will decrease by 2%.</p> <p>3. Chronic absenteeism rate will decrease by 5%.</p> <p>3. Graduation rate will increase from local data by 5%.</p> <p>3. Administration and staff will collaborate with Child Welfare and Attendance concerning foster youth.</p> <p>3.1 Facilities and materials will be maintained as “good” per Williams.</p>		<p>3. Suspension rate has not decreased by 2% and continues to be a goal.</p> <p>3. As a result of attendance incentives chronic absenteeism rate decreased by 5% from 40% to 35%.</p> <p>3. The graduation rate increased from local data by 5%, goal met. The baseline for 2014-15 was 34 students graduating. In 2015-16, 37 students graduated, which is more than a 5% increase. (Graduation rate is based on total number of students.)</p> <p>3. FRA obtained additional support from IPP concerning foster youth. Based on input from stakeholders, a full-time IPP person is on-site to offer support for students. IPP support is offered in a variety of areas to include SES (supplemental education services) offered for foster youth, before/after school support and providing for needs such as clothing, food, and housing.</p> <p>3.1 As a result of weekly check-in meetings facilities and materials are maintained as “good” per Williams.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3 Attendance incentives will be used to increase ADA; motivational activities and incentives will be used to encourage students to come to school regularly.	Unrestricted General Fund \$41,900	3. 2015-16 76% attendance rate (goal met). 91 students or 48% of students have an 80% or above attendance rate. The 2014-15 attendance rate was 73%.	Unrestricted General Fund \$38,690 <small>(OBJ 2000,3000,4300,5800)</small>

<p>3.1 Monthly Meeting with FM&O Supervisor will be held to ensure prompt attention to maintenance issues.</p> <p>3 A Teen Leadership class will be offered.</p>	<p>\$0</p> <p>Unrestricted General Fund \$11,500</p>	<p>3. As a result of the attendance incentives implemented this year several students have changed their pattern of attendance to the positive thus increasing ADA. Incentives include: "Student of the Month" assemblies are held each month whereby teachers recognize students for their academic accomplishments. In addition, students who have at least 80% attendance and positive behavior (as measured by attendance and discipline) are invited to participate in activities such as: 2015-16-Student Incentives</p> <ul style="list-style-type: none"> - Snow trip, - Kings basketball game, - San Francisco Science Museum, - Sacramento Philharmonic, - Six Flags. <p>3.1 2015-16 Facilities remain "good" per Williams Act. As a result of weekly meetings held with the FM&O Supervisor, prompt attention to maintenance issues occurs.</p> <p>3. A Teen Leadership class met everyday 5th period. The Teen Leadership component of Capturing Kids' Hearts teaches leadership skills and develops critical, life-changing skills including taking personal responsibility, expressing themselves well and making good decisions when problems arise.</p>	<p>\$0</p> <p>Unrestricted General Fund \$15,226 (OBJ 1000,3000)</p>
<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a</p>		<p>Numbers have been added throughout the LCAPs Expected Annual Measurable Outcomes, Planned Actions/Services and Actual Actions/Services to align services.</p>	

<p>result of reviewing past progress and changes to goals?</p>	<p>3. Due to new staffing and as a result of stakeholder surveys a refresher in Capturing Kids' Hearts is needed. Therefore a two-day training will be scheduled, and refreshers offered each year as funds are available.</p> <p>Budgeted expenditures for the next three years show an increase due to the inclusion of employee benefits and salary increases.</p>		
<p>Original GOAL from prior year LCAP:</p>	<p>Goal #4 All foster youth will receive improved academic and social-emotional support.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5_X 6__ 7__ 8_X COE only: 9__ 10_ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All Foster Youth</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>Staff surveys will indicate a 2% increased awareness of the needs of foster youth.</p> <p>The achievement gap between foster youth and the general student population will decrease by 2% on each metric.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>On 9/25/15 IPP staff presented "Foster Youth Services" to Sutter County Superintendents' Coordinating Council – total trained 12. Based on input from attendees the 2 % increase was met. Evidence by minutes.</p> <p>On 11/13/15 IPP staff trained YCUSD School Based Mental Health Team – total trained 7. Based on input from attendees the 2 % increase was met. Evidence by sign-in sheets.</p> <p>On 3/22/16: IPP staff presented "Foster Youth Updates" to Sutter County Superintendents' Coordinating Council – total trained 11. Based on input from attendees the 2 % increase was met. Evidence by minutes.</p> <p>Working toward this outcome continues to be a goal. Progress toward this goal has been made to ensure students graduate; their attendance is increasing, and they are on track academically, therefore, closing this achievement gap. Seven foster students enrolled in 2015-16, 1 was a no show, four did not complete the year, and two students completed the 2015-16 school year with a 96% and 81% attendance</p>

<p>There will be a 5% increase in the number of foster youth for whom key stakeholders have received timely health and education-related information.</p>	<p>rate which is higher than the overall attendance rate for all students of 76%.</p> <p>6 Foster Youth attended FRA. This is an ongoing area of focus for training and support. 3 of 6 Foster Youth enrolled in Adult Ed. 1 of 6 Foster Youth moved back to the resident county, and 2 of 6 are on track academically and are receiving IPP tutoring. 2 of 6 Foster Youth receive academic coaching and tutoring from the PASS staff helping them show improvement in their classwork and assessments.</p> <p>In 2014-15 3 foster youth were identified for whom key stakeholders received timely health and education-related information. In 2015-16 4 foster youth were identified, and timely information was disseminated. This occurred using an internal foster youth database completed and used to track foster youth as they enter/exit educational agencies and social services, courts and foster families. This database is updated weekly to aid in the coordination of services and placement.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Ensure all foster youth are identified and served throughout the county via piloting a research-based system ensuring identification and involvement.	Foster Youth State Grant, Unrestricted General Fund \$29,180	IPP staff receives a weekly 5.6 County Foster Count and 5.7 County Foster Student List email from the county office of education our CALPads manager from the Information Technology department. IPP staff receives a monthly list of identified foster youth within the Sutter County area from Sutter County Social Services. Staff utilizes both data lists (e.g., CALPads and Social Services) to cross-reference duplications or missed foster youth students. Total of 137 foster youth have been	Foster Youth State Grant, \$49,745 (award was increased so services were increased) <small>(OBJ 2000,3000)</small>

<p>Assure staff who work with foster youth are aware of special needs and laws that pertain to them specifically utilizing professional development and training to be scheduled Fall of 2015.</p>	<p>Foster Youth State Grant, Unrestricted General Fund \$2,000</p>	<p>identified, as of May 24, 2016. IPP staff case manages each identified foster youth student. The case management process begins with data identification, database entry, contact foster parent, contact a social worker, contact school site foster youth liaison to offer FYS county office of education services. Foster youth and foster family either accept or decline services, and this information is noted in the Sutter County-wide FYS database system.</p> <p>On 9/25/15 IPP staff presented "Foster Youth Services" to Sutter County Superintendents' Coordinating Council – total trained 12. Evidence by minutes.</p> <p>On 11/13/15: IPP staff trained YCUSD School Based Mental Health Team – total trained 7. Evidence by sign-in sheets.</p> <p>On 3/22/16: IPP staff presented "Foster Youth Updates" to Sutter County Superintendents' Coordinating Council – total trained 11. Evidence by minutes.</p>	<p>Foster Youth State Grant, Unrestricted General Fund \$738 (OBJ 2000,3000)</p>
<p>Connect foster youth with coach, tutor, and a mentor directly. Tutors will be hired based on county-wide need. Volunteer mentors will be recruited and matched with foster youth as available.</p>	<p>Foster Youth State Grant, Unrestricted General Fund \$58,000</p>	<p>IPP continued one short-term Project Academic Student Success (PASS) tutor and hired a second part-time PASS tutor to work one-on-one with FY students. Staff provided one-on-one weekly Project Academic Student Success (PASS) to 25 foster youth students in grades Kindergarten through 12th who attend Sutter County Schools. 15 FY students to one IPP staff member and 10 FY students to one IPP staff member.</p> <p>IPP staff recruited, trained, matched and supervised five mentors. The mentors were matched with 5 FY students. They participated in coordinated activities paid by grant funds. The traditional mentoring program is for 21 weeks.</p> <p>Staff has daily or weekly communication with many of our school site liaisons requesting services to place foster youth in our PASS or Mentoring & Coaching programs or requesting technical assistance and training practices throughout our county.</p>	<p>Foster Youth State Grant, \$120,945 (increase in funding resulted in increase in services) (OBJ 2000,3000)</p>

<p>Update foster youth services by gathering data from child-welfare, probation, mental health and school districts to outline needed services. Implement a checklist that can be used by all stakeholders, including; education related information needed to assist the child welfare agency in the delivery of services, assists the juvenile court in the delivery and coordination of necessary educational services, and aids in the efficient expeditious transfer of health and education records, and is updated on a regular basis to assure foster youths' needs are being met.</p> <p>Connect to key stakeholders including social workers, attorneys, and mental health providers promoting communication and collaboration through the Foster Youth Local Advisory Group.</p> <p>Provide tutoring for extra support in improving academic achievement and establishing a one-on-one relationship with each foster youth.</p>	<p>Foster Youth State Grant, Unrestricted General Fund \$5,370</p> <p>Foster Youth State Grant Unrestricted General Fund \$19,500</p> <p>Foster Youth State Grant, Unrestricted</p>	<p>IPP staff tracks the entry and exit of each foster youth student attending any school within Sutter County Schools.</p> <p>IPP program coordinator will continue to focus and work with the newly established Executive Advisory Council to research, identify and implement best practices to ensure timely and appropriate educational placement and services happen for foster youth students in our schools within Sutter County Schools.</p> <p>IPP program coordinator met with each district/charter superintendent/principals to review FY program services.</p> <p>The coordinator attended 4 Family Intervention Team meetings to discuss FY services and collaboration.</p> <p>On 3/22/16 the IPP staff presented "Foster Youth Updates" to Sutter County Superintendents' Coordinating Council.</p> <p>IPP Staff attends the ILP Yuba College monthly meetings.</p> <p>The IPP coordinator met with Family Court Judge Heckman three times to discuss the possibilities of implementing a Blue Ribbon Commission in Sutter County.</p> <p>On 4/26/16: IPP held a Foster Youth Coordinating Program Executive Advisory Council meeting. Evidence by minutes.</p> <p>On 4/28/16: IPP staff held a meeting for FY fosters parents on "FY Changes, Advocacy, and Services." Total four attended.</p> <p>IPP staff provided one-on-one weekly Project Academic Student Success (PASS) to 25 foster youth students in grades Kindergarten through 12th who attend Sutter County Schools.</p>	<p>Foster Youth State Grant, \$5,089 (OBJ 2000,3000)</p> <p>Foster Youth State Grant, Unrestricted General Fund \$592 (error made in budgeted calculation) (OBJ 1000,2000,3000)</p> <p>Foster Youth State Grant, \$14,976</p>
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<p>Relationships with foster youth will be improved by assigning a staff member to provide individual support.</p> <p>Increase the participation of foster parents, community partners, and other school district representatives in the Foster Youth Local Advisory Group.</p>	<p>General Fund \$7,900</p> <p>\$0</p>	<p>Total of 25 (PASS) foster youth students; 15 FY students to one IPP staff member and 10 FY students to one IPP staff member. All other FY case managements were 25 FY students to one IPP member.</p> <p>On 4/26/16: IPP held a Foster Youth Coordinating Program Executive Advisory Council meeting. Evidence by minutes. The IPP coordinator met with Family Court Judge Heckman three times to discuss the possibilities of implementing a Blue Ribbon Commission in Sutter County which would include representatives from the county child welfare agency, the county probation department, local postsecondary educational institutions, community partners, foster youth, foster parents, and school district representatives.</p>	<p>(increase in funding increased services) (OBJ 2000,3000)</p> <p>\$0</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and changes to goals?</p>	<p>Numbers have been added throughout the LCAPs Expected Annual Measurable Outcomes, Planned Actions/Services and Actual Actions/Services to align services.</p> <p>On October 11, 2015, Assembly Bill (AB) No. 854 was chaptered 781. AB 854, this bill established the Foster Youth Services Coordinating Program and authorized county office of education agency's to operate an education-based foster youth services coordinating program to provide educational support for pupils in foster care. FYSCP – county office of education programs have the capacity to support interagency collaboration and capacity building, both at the system and individual level. These new changes align to LCFF and LCAP, and therefore changes in Goal #4 planned actions and services were made to meet the new requirements of AB 854 and the LCAP priorities to improve educational outcomes for foster youth students.</p> <p>Budgeted expenditures for the next three years show an increase due to the inclusion of employee benefits and salary increases.</p>		

Original GOAL from prior year LCAP:	Goal #5 All expelled youth will satisfy the terms of the expulsion agreements and return to their home school or fulfill requirements for graduation at FRA. 5.1 Instruction of expelled pupils.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9_X 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: Expelled youth referred to FRA
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Expected Annual Measurable Outcomes:	5. 10% of expelled youth will return to their home schools or graduate from FRA. 5.1 A pupil whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement shall be monitored, and appropriate documentation maintained. This plan may involve: placement in FRA day program or independent study	Actual Annual Measurable Outcomes:	5. 90 expelled students were enrolled in the 2015-16 school year. 12 students returned to their home school, and 13 graduated. 5.1 2015-16 FRA continues to meet with districts in Sutter County to refine and identify gaps and services needed to support students through the MOU.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5. Update the county-wide expulsion plan and monitor effectiveness with all districts.	Unrestricted General Fund \$1,600	5. County-wide expulsion plan was updated and continues to be monitored in regards to effectiveness with all districts.	Unrestricted General Fund \$505 <small>(OBJ 1000,2000, 3000)</small>
5.1 Quarterly meetings will be held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.	Unrestricted General Fund \$13,300	5.1 Quarterly meetings are held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.	Unrestricted General Fund \$13,215 <small>(OBJ 1000,3000)</small>
5.1 Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian. One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation	Unrestricted General Fund \$13,312	5.1 Each student who enrolled at Feather River Academy attended an orientation with their parent(s)/guardian. Rehabilitation plans for expelled students written by the expelling school district are reviewed. Each condition was reviewed, and the expectation for clearing the	Unrestricted General Fund \$12,044 <small>(OBJ 1000, 2000, 3000)</small>

<p>for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.</p> <p>5.1 Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.</p>	<p>Unrestricted General Fund \$1,900</p>	<p>expulsion was set in place. Placement in an FRA program was based on these conditions and those found in the Sutter County MOU for Expelled Youth.</p> <p>Frequent meetings are held with all expelled youth to review their progress toward meeting the terms of their readmission as determined by their district of residence.</p> <ul style="list-style-type: none"> - 12 students returned to their home district and 13 graduated. <p>5.1 FRA continues to meet with Districts in Sutter County to refine and identify gaps and services needed to support students through the expulsion plan. Meeting was held on 3/11/2016.</p> <ul style="list-style-type: none"> - March 2016, FRA met with Yuba City USD administration to review and refine the referral and placement process to FRA for expelled and special education youth. One outcome from this meeting is the need to meet with all Sutter County School Districts to assure that the district and their student's needs are being met. Also to identify unique and special circumstances of students as placement options are considered. Quarterly meetings will be calendared for the next school year. 	<p>Unrestricted General Fund \$829 (OBJ 1000,3000)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and changes to goals?</p>	<p>Numbers have been added throughout the LCAPs Expected Annual Measurable Outcomes, Planned Actions/Services and Actual Actions/Services to align services.</p> <p>While reviewing the LCAP these two planned actions were inadvertently omitted and should be included:</p> <p>Each student who enrolls at Feather River Academy must attend an orientation with their parent(s)/guardian.</p>		

One task in the orientation is to review the rehabilitation plan for expelled students written by the expelling school district. Each condition is reviewed, and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.

Meet with Child Welfare and Attendance Director to identify gaps in services in the current expulsion plan. Obtain local school districts' input and approval of the updated expulsion plan.

Budgeted expenditures for the next three years show an increase due to the inclusion of employee benefits and salary increases.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: \$ 371,931

Because we have an enrollment of unduplicated pupils of over 55% our LCFF funding for Feather River Academy is \$1,347,923 of which Supplemental/Concentration funds total \$371,931 and represent 100% of the funding toward our target. Due to the high transition rate of students in our alternative education program, referred by all districts in our County, all of our services and supports are provided to students on a school-wide basis. 79.44% of our students qualify in at least one of the identified unduplicated pupil categories. Services are provided to help all students succeed and for the expelled students to either return to their district of residence, or graduate from FRA and transition to a community college, 4-year college, or the workforce. This is accomplished through a focus on individual student data through individual learning plans created for each student at Feather River Academy. Our goal for all students enrolled in our program is to succeed based on their individual goals and needs. All students including Special Education, low-income, Foster youth, English Learners, students with disabilities and Re-designated English Learners have their individual needs met for academic, social-emotional, and transition support while enrolled in our program. The services we provide under our supplemental/concentration funding are targeted for our unduplicated pupils, and some of these activities are extended to all of our students on a school-wide basis. Foster Youth support is facilitated on a countywide basis and plans are included in this LCAP although no funding is received through LCFF for this purpose.

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

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

27.59	%
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As a County Office of Education, we are at 100% of the LCFF target. Our Minimum Proportionality Percentage (MPP) is 27.59%. Services for our students are increased in quality and quantity. The services we provide under our supplemental/concentration funding are targeted for our unduplicated pupils. Some of these activities are extended to all of our students on a school-wide basis. Our LCAP highlights our individualized attention to student need, contact with parents and multiple efforts to highlight student success (field trips, attendance/academic incentives). Increased and improved services for unduplicated pupils as compared to the services provided to all pupils include additional staff, instructional material, and technology. The students, staff, community, board and stakeholder groups have had an opportunity to provide input and have influenced the delivery of program and atmosphere at Feather River Academy. Common themes were heard throughout each stakeholder meeting and the surveys we received. All felt that the students in our school need have positive social and emotional role models. The low-income, foster youth, English learners are additionally supported with individualized learning plans, tutoring, lower student /teacher ratios, personal monitoring and case management, staff training related to the specific needs of each student group's circumstances. During our stakeholder meetings, we heard a need for continuing efforts in establishing positive relationships with both students and parents. This is fulfilled and reinforced through our continued practice of the strategies used in Capturing Kids Hearts and implementing the goals of our County Strategic Plan. Additionally, our WASC accreditation has provided us with some insight in improving curriculum alignment, and these efforts have been incorporated into our actions and services for the upcoming years.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the school days

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).

01-13-15 [California Department of Education]