

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Bernardino County Superintendent of Schools

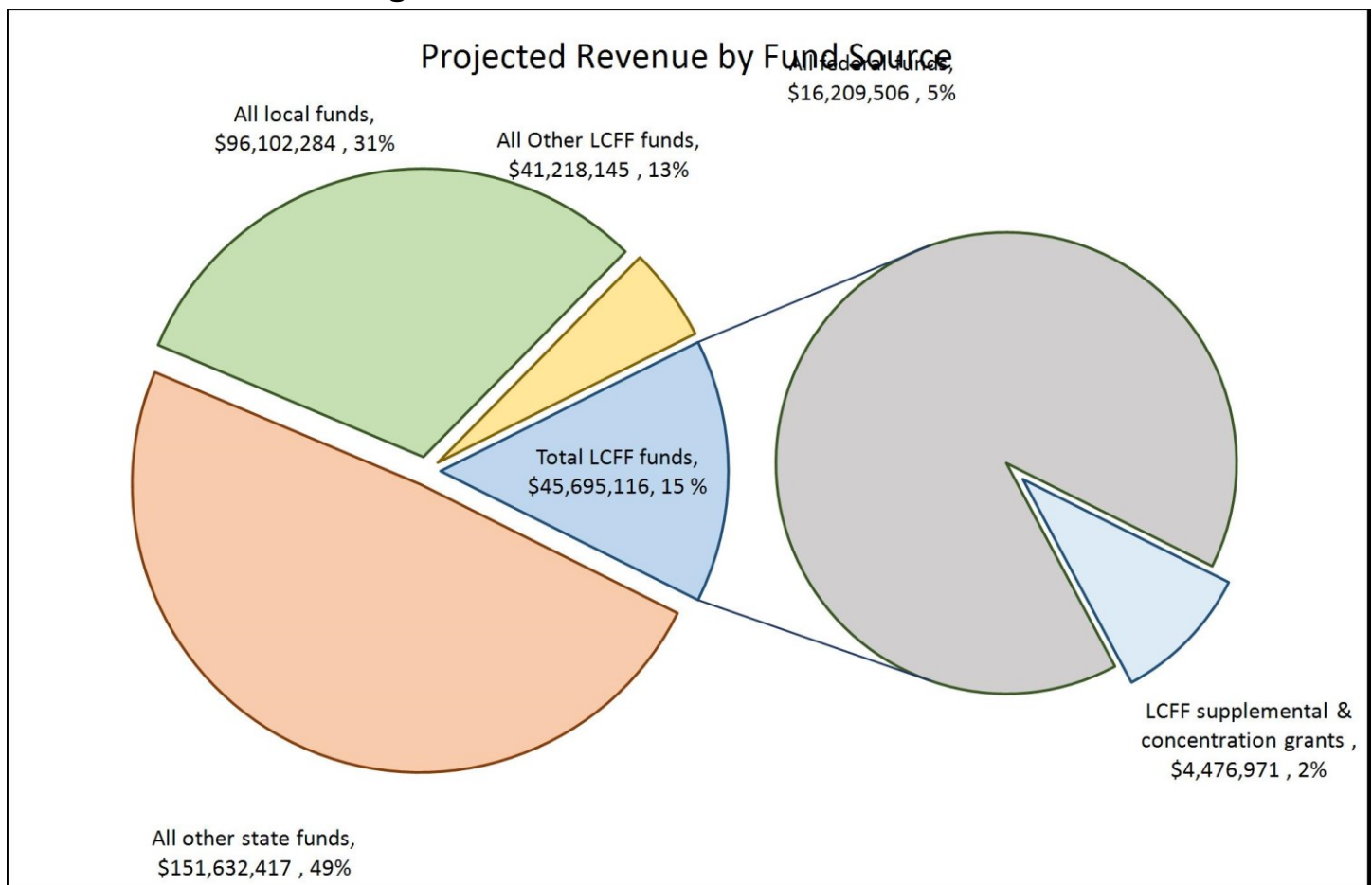
CDS Code: 36103630000000, 36103630107466, 36103633630431

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Mary Ellen Johnson, Administrator: Student Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

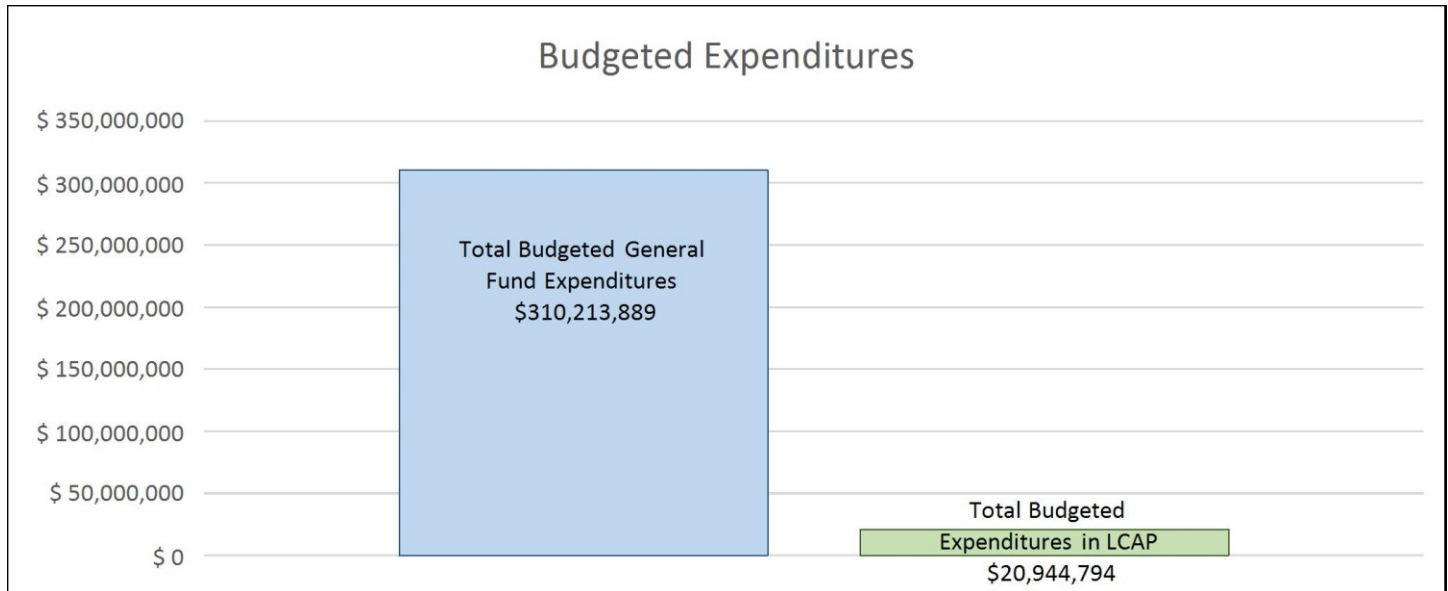


This chart shows the total general purpose revenue San Bernardino County Superintendent of Schools expects to receive in the coming year from all sources.

The total revenue projected for San Bernardino County Superintendent of Schools is \$309,639,323.00, of which \$45,695,116.00 is Local Control Funding Formula (LCFF), \$151,632,417.00 is other state funds, \$96,102,284.00 is local funds, and \$16,209,506.00 is federal funds. Of the \$45,695,116.00 in LCFF Funds, \$4,476,971.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Bernardino County Superintendent of Schools plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

San Bernardino County Superintendent of Schools plans to spend \$310,213,889.00 for the 2019-20 school year. Of that amount, \$20,944,794.00 is tied to actions/services in the LCAP and \$289,269,095 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funding mandated programs and services, providing district support and other state, federal and locally restricted programs.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, San Bernardino County Superintendent of Schools is projecting it will receive \$4,476,971.00 based on the enrollment of foster youth, English learner, and low-income students. San Bernardino County Superintendent of Schools must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, San Bernardino County Superintendent of Schools plans to spend \$4,476,971.00 on actions to meet this requirement.

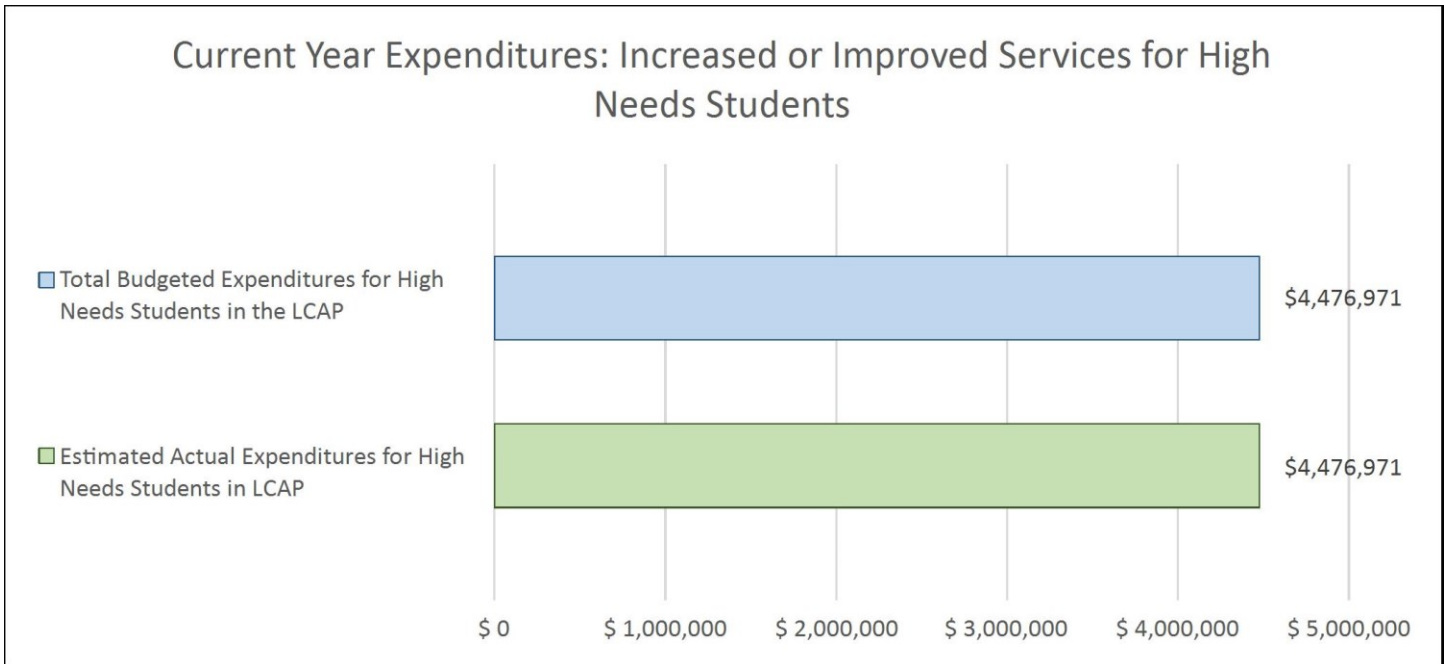
The additional improved services described in the LCAP include the following:

- Purchasing and implementing a new Student Information System
- Implementing a new English Language Arts curriculum for all students
- Implementing a new English Language Development curriculum for English Learners
- Providing English Learner tutoring available
- Expanding tutoring opportunities for students preparing to take the SBAC
- Expanding Alternative Learning Experiences for students in our CS and JCS
- Increasing PBIS implementation efforts and incentives

Ensuring that all students have access to mental health professionals  
Increasing students access to CTE courses  
Increasing student acquisition of industry certificates for employment

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what San Bernardino County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Bernardino County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, San Bernardino County Superintendent of Schools's LCAP budgeted \$4,476,971.00 for planned actions to increase or improve services for high needs students. San Bernardino County Superintendent of Schools estimates that it will actually spend \$4,476,971.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$0 had the following impact on San Bernardino County Superintendent of Schools's ability to increase or improve services for high needs students:

All funds budgeted during 2018-19 in the LCAP were spent towards increased or improved services for High Needs students.

2019-20



# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
San Bernardino County Superintendent of Schools	Mary Ellen Johnson Administrator: Student Services	MaryEllen.Johnson@sbcss.net 909-387-8511

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The San Bernardino County Superintendent of Schools (SBCSS) is located in the Riverside-San Bernardino metropolitan area (sometimes called the "Inland Empire"). San Bernardino county is ethnically diverse, with public school enrollments slightly over 400 thousand students (2019, CDE/Dataquest).

San Bernadino county is a dynamic and ever-changing community. In their annual study, researchers from CSUSB reported that the majority of individuals sampled in their study reported that they either felt San Bernardino county was a "very good" or "fairly good" place to live. Respondents cited issues such as location, scenery, affordability of housing, weather, good schools and Universities as positive features of San Bernardino county. In contrast, respondents also reported dissatisfaction with crime/gang activity, traffic and homelessness as negative features associated with living in the county. Responses were highly variable, depending on the city the participant lived in. The majority of respondents reported either "Good" or "Fair" sentiments regarding the economy within San Bernardino (Inland Empire Annual Survey/2018). This report touches on multiple facets of life in San Bernardino. It is clear, San Bernardino is an ethnically, politically and financially diverse community.

SBCSS serves students residing in San Bernardino county. It should be noted that San Bernardino county is the largest county, geographically, in the contiguous United States, covering nearly 20,052 square miles. SBCSS has an enrollment of approximately 6,000 students in PK-12 (across all programs). SBCSS provides a myriad of educational services and opportunities to K-12 students in Alternative Education (AE) and Special Education settings. Program services and administration are divided into three regions (Desert/Mountain, East Valley and West End). Special Education students served by SBCSS are referred by our local districts and covered under their home district's LCAP. Students attending our Special Education School have their own School Site Council (and School Plan for Student Achievement). SBCSS operates 14 Community School campuses across San Bernardino county. During the 2018-19 school year, unduplicated ethnic student demographic data in Alternative Education programs were: 62% Hispanic/Latino, 23% African American, 10% White and approximately 3% Asian or Two or More Races. During 2018-19, unduplicated student data shows that 14.8% of AE students were English Learners (EL's). SBCSS operates a Title I school-wide program (SWP) as the majority of AE SBCSS students qualify for free and reduced lunch (93%). These funds are expended in coordination with each School Site Council (SSC) and their school plan (School Plan for Student Achievement/SPSA). The actions and services not only reflect individual school differences but are aligned to our district Local Control Accountability Plan (LCAP) to support student achievement while incorporating flexible local control.

## LCAP Highlights

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

The SBCSS LCAP is designed to meet the needs of all students. Although the focus of the LCAP in many districts within the state is on providing equity to under served students, SBCSS demographics highlight the fact that over 90% of our student population qualify as being in an under served subgroup. The plan seeks to lay out the vision of the district with concrete actions and services for the under served student population as informed by the contributions of our various stakeholder groups. In Conditions of Learning, SBCSS shows a commitment to timely student assessment for instruction, providing and expanding vocational education/opportunities for students, safe and sanitary classrooms, high quality teachers, and consistent identification of McKinney-Vento eligible students. In Engagement, SBCSS places an emphasis on the implementation of Positive Behaviors Interventions and Supports (PBIS) district-wide, increasing parent access to student-centered events, parent input into district decision-making, expanding alternative learning experiences for students, ensuring the successful transition in and out of our programs and decreasing truancy and absenteeism. In Pupil Outcomes, SBCSS focuses on quantifiable measures of student achievement on local assessments, maintaining consistent mental health supports to students in need, equipping teachers with the most up to date Professional Development (PD) on technology and curriculum. Our goal is to provide students with the knowledge and skills for either career or college upon completion of high school.

## Review of Performance

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

## Greatest Progress

Continuous improvement to meet the needs of our student population is one of San Bernardino County Superintendent of School's (SBCSS) primary goals. For one measure of progress, we can look at the California School Dashboard. A review of the Dashboard highlights that SBCSS has a "MET" rating for each one of the 5 Local Indicators (Basics, Implementation of Academic Standards, Parent Engagement, Local Climate Survey and Access to a Broad Course of Study). In addition, SBCSS also has a "MET" rating for its two County Office of Education responsibilities (Coordination of Services for Expelled Youth and Foster Youth). That being stated, SBCSS recognizes that more work must be done to achieve desired student outcomes as our ratings vary across state indicators of progress.

In a review of local data, SBCSS continues to make progress. During the 2018-19 school year, Long-Term (LT) students showed positive growth on local assessment measures (ELA & Math), McKinney-Vento eligible students were provided with a greater access to resources, the number of students receiving disciplinary suspensions has decreased and the number of days suspended students were out of school decreased as well. Parent participation via attendance at student-centered school events and completion of LCAP surveys has remained consistent. In short, the 2018-19 school year has been one focused on Continuous Improvement in our Alternative Education/Independent Study/Juvenile Court School programs. SBCSS plans to build on our previous successes through an iterative multi-pronged attack that will focus on the increasing use of data, monitoring data in "real-time", effectively distributing data to key personnel with decision-making authority (administrators & appropriate teaching staff) and providing timely interventions. We will connect our greater use of data with a more focused professional development strategy that gears its pedagogical strategies known to be effective with subgroups identified on our CA SchoolDashboard. In addition to the use of data, a renewed focus on Family Engagement that brings in parents, guardians and caregivers in a more collaborative way into our school sites should yield many benefits.

\*Please note: All data points in this summary are based on data collected from 07/01/18 - 03/31/19. Additionally, the following state priorities have been excluded from our 2019-20 LCAP due to non-applicability (as outlined in our 2015-16 CDE approved LCAP):

State Priority/Metric	Non-Applicability Explanation
State Priority 3C: Parental Involvement/Engagement (parents of students with exceptional needs)	Programs and services in our LCAP are delivered to students in our Alternative Education school. Students enrolled in our "Special Education" schools are governed by their referring district's (District of Residence) LCAP.
State Priority 4A: State-wide assessments	Student's scores on state-wide assessments is not a reliable indicator of future college/career potential for many at-risk students.
State Priority 4B: The Academic Performance Index	The Academic Performance Index (API) is no longer a valid indicator to measure student achievement, noted by its exclusion from California's new accountability system. The last API report was generated for the 2013 school year.
State Priority 4D: Percent of EL's that become English Proficient	Students enrolled in SBCSS AE programs are typically enrolled for less than one full school year which is an insufficient amount of time to demonstrate growth on standardized measures of English language acquisition (CELDT).
State Priority 4E: EL reclassification rate	
State Priority 4F: Advanced Placement score of "3" or higher	The percentage of SBCSS AE students prepared to take Advanced Placement exams is negligible based on: a majority of our students enter below grade level on standardized assessments.
State Priority 4G: Percent of students taking the Early Assessment Program (EAP)	The percentage of SBCSS AE students prepared to take Advanced Placement exams is negligible based on: a majority of our students enter below grade level on standardized assessments.
State Priority 5B: Chronic Absenteeism	Chronic-absenteeism is an inadequate indicator to measure attendance or student success as many of our students are referred to our district for attendance issues.
State Priority 5C: Middle school drop-out rates	SBCSS is a referral district, most middle school students are not enrolled in our AE programs for more than one calendar year. Our goal is to refer them back to their district of residence.
State Priority 5D: High school drop-out rates	SBCSS is a referral district, most high school students are not enrolled in our AE programs for more than one calendar year.
State Priority 5E: High School Graduation rates	County Offices of Education are typically given the county-wide graduation rate due to short term enrollments.
6B: Pupil expulsion rates	As a COE, SBCSS rarely expels students.
7C: Course Access: Programs and services developed and provided to individuals with exceptional needs	Programs and services in our LCAP are delivered to students in our Alternative Education school. Students enrolled in our "Special Education" school are governed by their referring district's (District of Residence) LCAP.

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

## Greatest Needs

A review of the CA School Dashboard data shows that SBCSS programs are in the "Red" or "Orange" categories for Chronic Absenteeism, Suspension Rates, Graduation Rates, College/Career, English Language Arts and Mathematics. SBCSS Community School/Independent Alternative Education has better ratings on these indicators when compared to the LEA as a whole. SBCSS Community Schools have "Orange" ratings on Chronic Absenteeism, Suspension Rates, English Language Arts. SBCSS Community Schools have "Red" ratings for Graduation Rate and Mathematics.

Our San Bernardino County Juvenile Detention and Assessment Center have "Red" ratings for Suspension Rates, Graduation Rates and College/Career. All other indicators are "greyed out" on the CA Schools Dashboard, signifying that data was not available for two consecutive years (with a cohort of at least 30 students). Our third school is our Special Education School. Students attending our Special Education School are referred from their district of residence and are covered by their district LCAP's. We are a service provider to our districts and their home districts are the district of accountability.

Areas needing significant improvement in future years are our SBCSS Graduation Rate and our Suspension Rate. SBCSS has the ability to dramatically impact these two measures during the short-term with more training and changes in operational processes. Our ability to improve student test scores on standardized measures is deemed to be more difficult and will require a much larger organizational shift.

SBCSS is taking the following steps to improve our CA Dashboard ratings for our Suspension Rates, Graduation Rates and ELA/Math indicators:

- Data analysis (LEA & school site levels) using recursive inquiry techniques (Fishbone & 5 Whys)
- Continued PBIS implementation focusing on Other Means of Correction (OMOC's)
- Matriculating transcripts of incoming students more efficiently for proper grade placement
- Purchase of new English Language Arts Curriculum
- Continued training on technology and curriculum resources
- Implementing a new Student Information System (SIS) which will improve efficiency across multiple areas of focus (grades, transcripts, attendance, chronic absenteeism, English Learners, data analysis and dissemination).
- Weekly monitoring of "on the cusp" students (attendance, truants, discipline).
- More strategic and regional Professional Development meeting the needs of individual school sites, especially in the area of mathematics

\*Please note: All data points in this summary are based on data collected from 07/01/18 - 03/31/19.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

In a review of data from the CA School Dashboard, no discernible performance gaps exist between any singular student group and the performance of "all students" in any CA School Dashboard indicator. The student performance for all students and all subgroup of students needs improvement.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

During the 2018-19 school year, three SBCSS schools were identified as being eligible for Comprehensive Support and Improvement (CSI) funds. The three schools eligible for CSI funds are: (1) Community School/Independent Alternative Education – CDS code 36103630107466, (2) San Bernardino County Juvenile Detention and Assessment Center – CDS code 36103633630431, and (3) San Bernardino County Special Education School - CDS code 36103636069348. Each of our three schools qualified for CSI due to a less than 67% graduation rate and the fact that all schools had either red or orange indicators on the CA School Dashboard.



## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

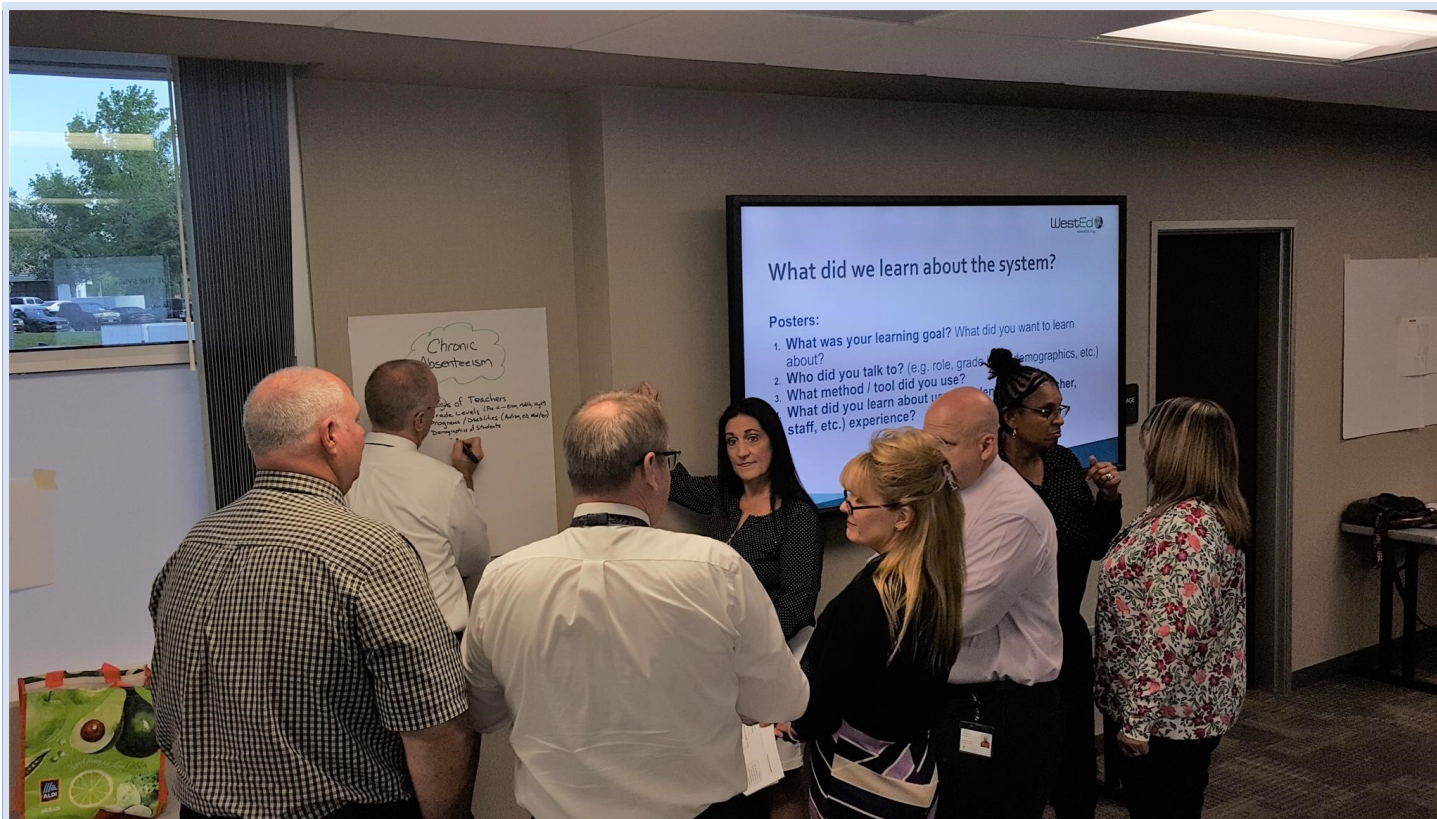
Since initial identification in the fall of 2018, SBCSS administration has been working with the California Department of Education (CDE) and an outside consulting firm, WestEd, to develop plans that would address the specific needs of each identified school. Using improvement science strategies, SBCSS administrators from all three programs and regions gathered to conduct a needs assessment based off data obtained from the CA School Dashboard, CALPADS and our Student Information System (SIS). Each program looked at school-specific data and conducted a root-cause analysis to discern what if any trends were present in the data. Administrators then took data back to their respective school sites, shared it, then asked for feedback using improvement science strategies that facilitate recursive inquiry. The ultimate goal during inquiry is to uncover potential underlying root-causes associated with low-performing subgroups identified in the CA School Dashboard. Currently, we are in the process of developing and refining AIM statements to address factors that contribute towards a lowered graduation rate, such as chronic-absenteeism, suspensions and achievement on standardized assessments. AIM statements are also being developed to address disproportionality in those identified measures. As we move through this process, we will be working in a Tri-County collaborative with an intent to uncover best practices associated with County Offices of Education working with at-risk student populations. Best practices associated with instruction, assessment, discipline and operations will be communicated with staff members and incorporated into each school's School Plan for Student Achievement (SPSA) to ensure site-specific resource equity.



## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement through a consistent and frequent use of data. Specifically, data associated with student performance (attendance, absenteeism, credit-acquisition, local assessments, and discipline) will be reviewed by administration on a weekly-basis. Negative trends in student data will be reported immediately to the school site where intervention can take place in a timely manner. Time will be set aside during monthly administrative meetings to review and assess data and evaluate the effectiveness of current interventions/practices.



# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

Conditions of Learning: SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve. Alternative Education Program students will show quantifiable gains on standardized measures of achievement, exhibit increasingly improving English Language Proficiency, show an increasing awareness of career pathways, and increase their college and career readiness. To achieve this, SBCSS will implement formalized assessment procedures, modify our SBCSS instructional strategies, modify our staffing procedures, and provide expanded educational offerings.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

# Annual Measurable Outcomes

Expected

## Metric/Indicator

Percentage of students taking Pre & Post STAR assessments (ELA & Math) (State Priority 2A)

Ratio: Teacher/Paraeducator (State Priority 1A)

Percentage of appropriately assigned teachers (State Priority 1A)

(4) Safe Clean and Functional school facilities and Instructional Material sufficiency (State Priorities 1B,C)

(5) Percentage of MV students contacted regarding need (State Priority 5A)

(6) Number & Percentage of EL's receiving specialized ELD tutoring (State Priority 7B)

Actual

18-19

All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.

(1) During the 2018-19 school year 1,110 Community School students took the STAR ELA and Math assessments. Assessment data shows that 534 out of 1,110 students completed the ELA assessment within the 5 day assessment window for a completion rate of 48%. Assessment data also shows that 516 out of 1,110 students completed the Math assessment within the 5 day assessment window for a completion rate of 46%.

During the 2018-19 school year 1,035 Juvenile Court School students took the STAR ELA and Math assessments. Assessment data shows that 235 out of 1,035 students completed the ELA assessment within the 5 day assessment window for a completion rate of 24%. Assessment data also shows that 235 out of 1,035 students completed the Math assessment within the 5 day assessment window for a completion rate of 24%.

(2) The number of paraeducators in classrooms was determined by program needs as opposed to the 1.0 to 0.50 classroom teacher to paraeducator ratio.

(3) SBCSS ensured that all teachers possessed the appropriate California state license/credential for their current teaching assignment.

(4a) All school facilities were found to be in "good repair" as measured by the Facilities Inspection Tool a.k.a. "FIT". (4b) SBCSS ensured that all schools had sufficient Instructional Materials through an annual review from our SB County Board.

(5) 100% of students identified as McKinney-Vento eligible were contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A secure shared log detailing resource distribution was used to track services provided.

(6) Data shows that 17 English Learner students enrolled 90+ days received 10+ hours of individualized ELD tutoring. The average growth for these cohort of students was +0.90 G.E.

## Expected

### 18-19

All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.

(1) 100% of all Long-Term students (enrolled 90+ days) will have completed at least two ELA and MATH STAR assessments (pre & post).

(2) The number of paraeducators in classrooms have a teacher to paraeducator ratio of 1 to 0.50 FTE's in Community and Juvenile Courts School classrooms.

(3) SBCSS will ensure that all teachers have obtained the appropriate California state license/credential for their current teaching assignment.

(4a) SBCSS will ensure that all school facilities are maintained in "good repair" as measured by the Facilities Inspection Tool a.k.a. "FIT". (4b) SBCSS will ensure that all schools have sufficient Instructional Materials through an annual review from our SB County Board.

(5) 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly. These actions and services will result in increased attendance rates, which will provide greater access to enroll in a larger variety of courses.

(6) SBCSS EL students will have access to enrolling in tutoring. SBCSS EL students receiving 10 or more hours of individualized tutoring from our EL tutors will show positive gains on their EL STAR assessments (post tests).

## Actual

## Expected

## Actual

### Baseline

(1) 97% of long term students student assessment

(2) 1:1 classroom Teacher/Paraeducator ratio

(3) 100% appropriate CA state licensure/credential

(4) 100% FIT completion and SB Board Instructional Materials sufficiency declaration (certificate of minutes)

(5) 100% contacted

(6) 12/16 (75%) students had positive growth scores on their post-test STAR ELA exam after 10+ hours of EL tutoring

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(1) SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (no longer than 5 student attendance days) and quarterly thereafter. The initial assessment will guide teacher instruction. Subsequent student assessments will identify areas of student growth, as well as areas needing continued instruction. Assessment results will be used to differentiate instruction based on students' English Language Proficiency status.</p>	<p>(1) During the 2018-19 school year 1,110 Community School students took the STAR ELA and Math assessments. Assessment data shows that 534 out of 1,110 students completed the ELA assessment within the 5 day assessment window for a completion rate of 48%. Assessment data also shows that 516 out of 1,110 students completed the Math assessment within the 5 day assessment window for a completion rate of 46%.</p> <p>During the 2018-19 school year 1,035 Juvenile Court School students took the STAR ELA and Math assessments. Assessment data shows that 235 out of 1,035 students completed the ELA assessment within the 5 day assessment window for a completion rate of 24%. Assessment data also shows that 235 out of 1,035 students completed the Math assessment within the 5 day assessment window for a completion rate of 24%.</p>	<p>Split between all AE programs MGMT's</p> <p>2200 2350 2450 2250 2380</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$21,000.00</p> <p>MGMT/\$</p> <p>0420/\$4200.00</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$4,200.00</p>	<p>Split between all AE programs MGMT's</p> <p>2200 2350 2450 2250 2380</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$0.00</p> <p>Split between AE &amp; SPED programs</p> <p>MGMT: 0420</p> <p>5800: Professional/Consulting Services And Operating Expenditures Title I \$26,863.80</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(2) SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators to work directly with students during the course of the school day. Paraeducators will be used to support the instructional practices and strategies being implemented by the classroom teacher. Students will have increased access to small group instruction, tutoring, meeting individual student needs, targeted instruction and small group EL support.</p>	<p>(2) During the 2018-19 school year, the number of paraeducators in classrooms was determined by program needs as opposed to the 1.0 to 0.50 classroom teacher to paraeducator ratio.</p>	<p>Includes classified salaries &amp; benefits in all AE programs: MGMT's 2200 2350 2450 OBJ: 2XXX 3XXX 2000-2999: Classified Personnel Salaries LCFF \$3,404,052.000</p>	<p>Includes classified salaries &amp; benefits in all AE programs: MGMT/\$ 220X / \$854,839.00 238X / \$251,044.00 225X,235X,245X / \$1,429,997.00  OBJ: 2XXX,3XXX 2000-2999: Classified Personnel Salaries LCFF \$2,535,880.00</p>
		<p>Includes classified salaries &amp; benefits: MGMT/\$ 0419/\$275,738.00 OBJ: 2XXX 3XXX 2000-2999: Classified Personnel Salaries Title I \$275,738.00</p>	<p>Includes classified salaries &amp; benefits: MGMT/\$ 0419/\$234,569.00 OBJ: 2XXX,3XXX  2000-2999: Classified Personnel Salaries Title I \$234,569.00</p>
			<p>Includes classified salaries &amp; benefits: CLASSIFIED DEV. BLOCK GRANT \$34,185.00 OBJ: 2XXX,3XXX 2000-2999: Classified Personnel Salaries Other \$34,185.00</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(3) SBCSS will ensure that all teachers are appropriately credentialed for their current teacher assignment, administrative</p>	<p>(3) During the 2018-19 school year, SBCSS ensured that all teachers, administrative and support staff were appropriately</p>	<p>Includes certificated salaries &amp; benefits across AE programs:</p>	<p>Includes certificated TEACHER salaries &amp; benefits across AE programs:</p>

and support staff are appropriately credentialed/licensed.

credentialed for their current teaching and or work assignments.

MGMT: 2200 OBJ: 1XXXX  
 2350 3XXX  
 2450 5XXX  
 2380  
 220D  
 0419  
 1000-1999: Certificated  
 Personnel Salaries LCFF  
 \$9,420,558.00

MGMT/\$  
 220X/\$2,035,018.00  
 238X/\$596,099.00  
 225X,235X,245X/\$3,921,815.00  
 IDC/\$108,949.00  
 OBJ: 1XXX,3XXX  
 1000-1999: Certificated  
 Personnel Salaries LCFF  
 \$6,661,881.00

Includes certificated TEACHER salaries & benefits across AE programs:

MGMT/\$  
 0419/\$52,404.00  
 OBJ: 1XXX,3XXX  
 1000-1999: Certificated  
 Personnel Salaries LCFF  
 \$52,404.00

Includes certificated SUPPORT STAFF salaries & benefits across AE programs:

MGMT/\$  
 220X/\$471,450.00  
 238X/\$200,502.00  
 225X,235X,245X/\$970,925.00  
 OBJ: 1XXX,3XXX  
 1000-1999: Certificated  
 Personnel Salaries LCFF  
 \$1,642,877.00

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(4) SBCSS classrooms will be located in safe sanitary buildings and provided instructional	(4) During the 2018-19 school year, all Community School and Juvenile Court Schools had	MGMT's 206A 206B	LEASES AND FACILITIES MGMT / \$ 225X, 235X, 245X /

materials as required by Education Code 35186. To increase student and staff safety on our campuses, SBCSS in partnership with SB Probation will have Probation Officers stationed at each of our Community School cluster sites.

facilities inspections as required by Education Code 35186. Facility Inspection Toolkit documentation is on file.

During the 2018-19 school year, Student Services reported to the SBCSS Board that an Instructional Materials sufficiency exists within the district.

To increase student and staff safety on our campuses, SBCSS in partnership with SB Probation had Probation Officers stationed at each of our Community School cluster sites.

Provide oversight/support to Chino Valley USD (Boys Republic Program) as they are now receiving Title I (D) funds passed through by the local COE.

206C  
206D  
206E  
235X  
245X  
225X  
OBJ: 4XXX  
5XXX  
5000-5999: Services And Other Operating Expenditures LCFF  
\$843,291.00

\*Restricted Lottery &  
\*Unrestricted Lottery  
MGMT  
205X & 206X  
  
OBJ: 4XXX  
4000-4999: Books And Supplies  
Lottery \$155,680.00

\$1,120,422.00  
238X / \$123,506.00  
220X / \$84,904.00  
205E / \$6,050.00  
0419 / \$2,328.00  
  
5000-5999: Services And Other Operating Expenditures LCFF  
\$1,337,210.00

PROBATION AND SECURITY  
MGMT/\$  
225X,235X,245X / \$146,469.00  
OBJ: 5XXX  
5000-5999: Services And Other Operating Expenditures LCFF  
\$146,469.00

INSTRUCTIONAL MATERIALS &  
SUPPLIES  
MGMT / \$  
220X / \$32,042.00  
238X / \$12,250.00  
225X,235X,245X / \$197,416.00  
205E / \$93,950.00  
206D / \$85,000.00  
4000-4999: Books And Supplies  
LCFF \$420,658.00

CHINO VALLEY-BOYS  
REPUBLIC CONTRIBUTION  
MGMT / \$  
0419 / \$400,000.00  
OBJ:  
7000-7439: Other Outgo Title I  
\$400,000.00

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(5) Our Clinical Counseling Team will serve as our district's Homeless Liaisons (for all school sites). 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly.</p>	<p>(5) During the 2018-19 school year our Clinical Counseling Team served as our district's Homeless Liaisons (for all school sites). 100% of students identified as McKinney-Vento eligible were contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A secure and shared log detailing resource distribution was updated weekly.</p>	<p>MGMT's 017A OBJ: 2XXX 2000-2999: Classified Personnel Salaries LCFF \$14,000.00</p> <p>MGMT/\$ 0420/\$75,000.00 Res. 3010 OBJ: 2XXX OBJ: 5XXX 2000-2999: Classified Personnel Salaries Title I \$75,000.00</p>	<p>MGMT 0420 School 0326 OBJ: 5XXX 5000-5999: Services And Other Operating Expenditures Title I \$22,115.00</p> <p>MGMT 0420 School 0327 OBJ: 2XXX OBJ: 3XXX 2000-2999: Classified Personnel Salaries Title I \$100,000.00</p>

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(6) Tutors from local universities will be trained in English Language Development (ELD) instructional strategies and deployed to Bob Murphy CS to work with English Learners. Tutors will use the diagnostic and instructional planning report from our STAR assessment program to identify RLA/ELA skills needed and provide appropriate instruction and remediation. Tutors will work with EL's individually and or in groups of 2-3. EL's will be systematically assessed using STAR during the school year to discern if quantifiable learning gains have been made.</p>	<p>(6) During the 2018-19 school year, we had one ELD Tutor from the University of Redlands working with EL students at multiple Community School campuses. She worked with them individually and in small groups focusing on literacy skills as outlined by their STAR ELA assessment scores. In addition, the ELD Tutor assisted with ELPAC Initial and Summative Assessment testing.</p>	<p>MGMT 0420 5800: Professional/Consulting Services And Operating Expenditures Title I \$30,000.00</p>	<p>MGMT 0420 5800: Professional/Consulting Services And Operating Expenditures Title I \$17,920.00</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

During the 2018-19 school year, the overall implementation of Actions/Services within our first goal (Conditions of Learning) were successful to a high degree. SBCSS successfully ensured that all school facilities were clean and safe, staffed with fully-licensed/credentialed staff and contained sufficient instructional materials. The timely assessment of students utilizing our STAR assessment decreased during the 2018-19 school year. The continued timely identification of English Learners for supplemental academic support was witnessed. In addition, internal data shows that when EL students received individualized instruction and tutoring, quantifiable gains were made. Students that were McKinney-Vento (MV) eligible continued to receive greater access to resources due to the organized deployment of our SBCSS Clinical Counseling staff as MV Liaisons. In sum, substantial gains have been made in various Actions/Services within our first goal (Conditions of Learning). However, continuous improvement is the ultimate goal with respect to student learning and achievement. In the 2019-20 school year, SBCSS will continue to focus on positive student outcomes (for all sub-groups). To achieve this, SBCSS will align the Expected Annual Measurable Outcomes (EAMO's) within its LCAP Actions/Services more to quantifiable measures of student achievement found within the CA School Dashboard.

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

The Actions/Services within this goal appear to be overall effective in their intent, which is to "provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve". Connecting local positive student achievement outcomes (e.g., attendance and STAR G.E. growth) with growth on state indicators of successful student achievement is our next area of focus (i.e. graduation rates, SBAC achievement, CCI).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences existed between Budgeted Expenditures and Estimated Actual Expenditures for three primary reasons:

- (#1) The salary costs for Paraeducators in Alternative Education classrooms declined this year due to a reduction in paraeducators working in Alternative Education programs and classrooms.
- (#2) In previous years, costs for Teachers in Alternative Education classrooms did not always incorporate certificated support staff appropriately.
- (#3) Estimated Actual Expenditures on leases, probation guards and instructional materials were higher than anticipated. In addition, the need to fund Boys Republic (Chino Valley) USD with \$400,000.00 from Title I (D) funds increased our outgoing costs.
- (#4) The contribution to the Clinical Counseling Center increased by \$25,000.00 more than was budgeted and the costs for McKinney-Vento eligible students were higher than expected (Walmart cards, bus passes).

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

The EAMO for Action/Services #1 will be modified for this goal. The window for student testing on our local assessment (STAR ELA/Math) will increase from 5 days to 10 days to allow students more time to acclimate themselves to our programs, increasing the chance of more valid and reliable initial STAR assessment scores. With an increase in the student testing window, SBCSS expects to see a greater percentage of students being tested upon initial enrollment into SBCSS programs. This will also allow for greater flexibility as we transition from our PROMIS Student Information System (SIS) to Aeries during the 2019-20 school year. The EAMO for Action/Services #2 will also be modified for this goal. Specifically, a teacher:paraeducator ratio of 1 to 0.50 has been revised, so that SBCSS administration can deploy paraeducators into classrooms based on program needs. All others Action/Services and metrics associated with Goal 1 will remain consistent with prior year(s) practices.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

Engagement: Research demonstrates that to improve student achievement, students and parents must feel a positive connection to their school. To achieve this, SBCSS, in coordination with the San Bernardino Countywide Vision, has adopted a "Cradle to Career Roadmap". This "Roadmap" identifies success indicators in both the personal/social and academic/career continuums. SBCSS is also in the implementation phase of its Strategic Plan. The Student Services LCAP Engagement goal is to implement and provide the Actions and Services that increase the positive contact and experiences between school personnel, students, parents, and community members; facilitating greater positive academic achievement in alignment with both the Strategic Plan initiatives of communication and family/community.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>(1) Attendance Rate Percentage(s), Suspension rate percentage(s), Days of suspension- State Priority 6A</p>	<p>18-19</p> <p>All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.</p> <p>(1) During the 2018-19 reporting period, we had: (a) an 81.66% attendance rate in our Community School during months 1-10. (b) a 7.0% [78/1114] suspension rate in Community School and a 8.12% [84/1034] suspension rate in Juvenile Court School (c) a 1.72 day average length of suspension for CS students, a 1.29 day average length of suspension for JCS students (d) SBCSS staff did not participate in PD on "Verbal Judo" , however PD was</p>

## Expected

(2) Number of parents attending/signing in at student-centered events  
State Priority 3A,B

(3) Number of parents completing LCAP surveys  
State Priorities 3A,B & 6C

(4) Number of students participating in ALE's - State Priority 8

(5) Number of students returning to their D.O.R. after exiting JDAC  
State Priority 5

## Actual

provided to all staff members. School sites continued their PBIS implementation efforts from the prior year. Please Note: suspension data was collected 07.01.18. - 04.21.19.

(2) During the 2018-19 reporting period we had a decrease in parent participation as measured by parents signed into school-sponsored events. Our goal for the 2018-19 school year was to have 1336 signatures. We had 1189 signatures during the reporting period.

(3) During the 2018-19 reporting period our goal is to have a 35% Parent LCAP survey response rate (based on an unduplicated student enrollment count during the 2018-19 reporting period). During the reporting period we had 388 parent/guardian responses with an unduplicated student population of 2148 (CS 1114 & JCS 1034). Our Parent LCAP survey response rate was 18% for the 2018-19 school year.

(4) During the 2018-19 reporting period our goal is to have at least 2,000 students participating in Alternative Learning Experiences (duplicated student count). During the 2018-19 school year, we had 2846 students signed into Alternative Learning Experiences (07.01.18 - 03.31.19)

## Expected

(6) Number/Percentage of students receiving attendance interventions (Truancy letters/SARB)  
State Priorities 5A,B

(7) Ensure SWD receive the appropriate minutes/hours of SPED services/instruction per IEP  
State Priority 7C

### 18-19

All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.

(1) During the 2018-19 reporting period, we will: (a) have an 83% attendance rate in our Community School (b) not exceed an 8.24% suspension rate in our Community School and Juvenile Court School based

## Actual

(5) During the 2018-19 reporting period, we will ensure that 90%+ of students leaving our JDAC facility are successfully transitioned. During the reporting period, internal data verified 502/817 (61.4%) students successfully transitioned between the JDAC and the community. Our Registrar continued to liaison with internal and external district personnel to accurately matriculate student transcripts.

(6) During the 2018-19 reporting period, 428/760 (56.3%) Truant students received their "1st Letter", 233/760 (30.65%) received their "2nd Letter", and 13/760 (1.70%) students received their "3rd Letter".

(7a.) SBCSS actively monitored the minutes of services of all SWD enrolled in county schools. When discrepancies between minutes of service provided and what was mandated by the student's IEP, the case carrier and principal were notified. (7b.) SBCSS actively monitored the suspension rate of all SWD. The suspension rate percentage of SWD's was found to be higher than their actual enrollment percentage in both Community Schools and Juvenile Court Schools. (7c.) SBCSS continued to provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD (including but not limited to quarterly Special Education Monitoring Group (SEMG) meetings and LRP paraeducator curriculum access).

## Expected

on an unduplicated student count (c) not exceed a 2.0 day length of suspension for all suspensions during the reporting period, (cumulatively based on unduplicated student suspension data). (d) SBCSS staff will receive PD on "Verbal Judo" as an additional strategy to help deescalate student-teacher negative interactions.

(2) During the 2018-19 reporting period we increase parent participation by 10%. During the 2017-18 school year we had 1214 parents sign in at student centered events. Our goal for 2018-19 is to have 1336 parents signed in at student centered events.

(3) During the 2018-19 reporting period our goal is to have a 35% Parent LCAP survey response rate (based on an unduplicated student enrollment count during the 2018-19 reporting period).

(4) During the 2018-19 reporting period our goal is to have at least 2,000 students participating in Alternative Learning Experiences (duplicated student count).

## Actual

<b>Suspension Statistics as of 4/22/2019</b>			
			<b>Total</b>
	<b>CS</b>	<b>JCS</b>	<b>CS &amp; JCS</b>
<b>Gender</b>			
Male	73	120	193
Female	17	24	41
<b>Totals</b>	<b>90</b>	<b>144</b>	<b>234</b>
<b>Hispanic Ethnicity</b>			
Yes	48	52	100
No	42	92	134
Hispanic Ethnicity Missing	0	0	0
<b>Totals</b>	<b>90</b>	<b>144</b>	<b>234</b>
<b>Race 1</b>			
American Indian or Alaska Native	34	37	71
Black or African American	33	79	112
Filipino	0	1	1
White	17	19	36
Race Missing	6	8	14
<b>Totals</b>	<b>90</b>	<b>144</b>	<b>234</b>
<b>SPED</b>			
Yes	28	58	86
No	62	86	148
<b>Totals</b>	<b>90</b>	<b>144</b>	<b>234</b>
<b>English Proficiency</b>			
EL	9	11	20
EO	69	125	194
IFEP	1	0	1
RFEP	11	6	17
TBD	0	2	2
English Proficiency Missing	0	0	0
<b>Totals</b>	<b>90</b>	<b>144</b>	<b>234</b>
<b>Duplicated Count</b>	<b>90</b>	<b>144</b>	<b>234</b>
<b>Unduplicated Count</b>	<b>78</b>	<b>84</b>	<b>162</b>
<b>Duplicates</b>	<b>12</b>	<b>60</b>	<b>72</b>

## Expected

(5) During the 2018-19 reporting period, we will ensure that 90%+ of students leaving our JDAC facility are successfully transitioned. Our Registrar will continue to liaison with internal and external district personnel to accurately matriculate student transcripts.

(6) During the 2018-19 reporting period, 95%+ of all truant students will receive the "appropriate" truancy letter when an unexcused absence has occurred and subsequent referral to our County SARB (as appropriate). Additionally, the LEA will operate SARB proceedings monthly (N=10).

(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.) SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD.

## Actual

## Expected

## Actual

### Baseline

(1) (a) 2017-18 Attendance rate of 81.77%, (b) 264 students suspended in Community School and Juvenile Court School, (c) there were 419 days of suspension.

(2) 1336 parent signatures at student centered events

(3) During 2016-17 we received 263 LCAP parent surveys

(4) During 2016-17 we had 2142 students participate in ALE (duplicated count)

## Expected

(5) During 2016-17 our Transition Specialist verified 710 successful transitions from our JDAC to the appropriate LEA.

(6) During 2016-17 weekly Absenteeism reports were sent out, 2 district Snapshots were shared, Schools developing individualized EAMO's for attendance and discipline.

(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.) SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving

## Actual

Expected

SWD. New Action/Service (Baseline will be established during the 2018-19 school year)

Actual

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(1) SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools. Our PBIS implementation will focus on creating and sustaining a positive school campus environment conducive to positive student achievement and attendance. PBIS program goals include decreasing suspension rates and increasing attendance rates at all schools. We will collaborate with our ESS branch for implementation and coaching.</p>	<p>(1) During the 2018-19 school year, SBCSS Community Schools and Juvenile Court Schools continued their implementation of PBIS. Professional Development coupled with staff development meetings to properly implement PBIS were conducted throughout the course of the year.</p>	<p>MGMT/\$ 0420</p> <p>OBJ. CODE 4XXX 5XXX 4000-4999: Books And Supplies Title I \$20,000.00</p>	<p>MGMT 0420 schools 000, 301, 302, 303, 304, 450, 451 4000-4999: Books And Supplies Title I \$52,492.52</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																									
<p>(2) SBCSS will ensure that all parents have timely access to all school and district advisory/input committees utilizing various methods of communication (paper notices home, phone calls via Black Board Connect, and personal emails from administrators and teachers). In addition, all SBCSS Alternative Education program schools will provide at least two (Open House, and Back to School Night) opportunities for parents to freely interact (and inquire) with school staff, teachers, and administrators at their respective sites regarding school functions, programs, and student achievement.</p>	<p>(2) SBCSS parents were notified via phone calls, personal invites and email regarding student-centered events (e.g. Open House, Back to School Night, etc.).</p>	<table border="0"> <tr> <td>MGMT:</td> <td>OBJ:</td> </tr> <tr> <td>2200</td> <td>5711</td> </tr> <tr> <td>2250</td> <td>5950</td> </tr> <tr> <td>2350</td> <td></td> </tr> <tr> <td>2450</td> <td></td> </tr> <tr> <td>2380</td> <td></td> </tr> <tr> <td colspan="2">5000-5999: Services And Other Operating Expenditures LCFF</td> </tr> <tr> <td colspan="2">\$4,000.00</td> </tr> </table>	MGMT:	OBJ:	2200	5711	2250	5950	2350		2450		2380		5000-5999: Services And Other Operating Expenditures LCFF		\$4,000.00		<table border="0"> <tr> <td>MGMT:</td> </tr> <tr> <td>2200</td> </tr> <tr> <td>2250</td> </tr> <tr> <td>2350</td> </tr> <tr> <td>2450</td> </tr> <tr> <td>2380</td> </tr> <tr> <td>OBJ: 5XXX</td> </tr> <tr> <td>5000-5999: Services And Other Operating Expenditures Title I</td> </tr> <tr> <td>\$1,800.66</td> </tr> </table>	MGMT:	2200	2250	2350	2450	2380	OBJ: 5XXX	5000-5999: Services And Other Operating Expenditures Title I	\$1,800.66
MGMT:	OBJ:																											
2200	5711																											
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5000-5999: Services And Other Operating Expenditures Title I																												
\$1,800.66																												

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures									
<p>(3) At the beginning of each semester, parents of students enrolled in SBCSS Alternative Education Programs will be requested to complete a survey inquiring about their desires for their students' academic, social, behavioral and occupational goals. The survey will allow parents to identify additional services that they feel are needed.</p>	<p>(3) During the 2018-19 school year, SBCSS Community Schools and Juvenile Court Schools asked parents to participate in LCAP surveys to discern the level of satisfaction with their student's education and provide constructive feedback on what areas of the educational program could use improvement. Parent surveys are given out twice per year (first and second semester).</p>	<table border="0"> <tr> <td>MGMT'S</td> </tr> <tr> <td>2250</td> </tr> <tr> <td>2350</td> </tr> <tr> <td>2450</td> </tr> <tr> <td>225M</td> </tr> <tr> <td>0420</td> </tr> <tr> <td>OBJ: 1XXX,3XXX,5XXX</td> </tr> <tr> <td>1000-1999: Certificated Personnel Salaries LCFF</td> </tr> <tr> <td>\$12,300.00</td> </tr> </table>	MGMT'S	2250	2350	2450	225M	0420	OBJ: 1XXX,3XXX,5XXX	1000-1999: Certificated Personnel Salaries LCFF	\$12,300.00	<p>Actual cost for survey tool: MGMT 0420 OBJ: 5840</p> <p>Remaining associated costs contained in Goal 1, Action 3 (certificated salaries) 5000-5999: Services And Other Operating Expenditures Title I \$384.00</p>
MGMT'S												
2250												
2350												
2450												
225M												
0420												
OBJ: 1XXX,3XXX,5XXX												
1000-1999: Certificated Personnel Salaries LCFF												
\$12,300.00												

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(4) SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives (as appropriate). These learning experiences might include culminating lessons at museums, service learning, performing arts centers, local businesses, community colleges and universities, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies (for example Mentoring the 100 way) to bring educational and culturally enriching experiences to our diverse student population. Partnerships could include guest speakers, culturally empowering curriculum, mentoring, and tutoring.</p>	<p>(4) SBCSS students participated in alternative/community based learning experiences tied to academic curricular objectives as appropriate. These experiences varied by regional campus, but often focused on post-secondary options and vocational training.</p>	<p>MGMT 2200/                    OBJ: 5819 2250/                    5810 2350/                    5812 2450/ 2380/ 0420 *Discretion of school site budget/Title I 5000-5999: Services And Other Operating Expenditures Other \$40,000.00</p>	<p>MGMT 2200 2250 2350 2450 2380 0420 OBJ 5810,5812,5819 *Discretion of school site budget/Title I 5000-5999: Services And Other Operating Expenditures Title I \$64,959.69</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(5) SBCSS will continue to employ a Guidance Counselor/Registrar in order to assist students transitioning into and out of JCS programs. Transition Specialist and Registrar will coordinate with neighboring districts and community service providers to ensure a timely and smooth transition process. Facilitation of the transition process will result in</p>	<p>(5) During the 2018-19 school year, the SBCSS Registrar continued to evaluate the transcripts of potential graduates, develop and monitor policies governing the issuance of SBCSS credits and provide Professional Development to teachers on an individual basis regarding high school graduation requirements.</p>	<p>Costs contained in Goal 1, Action #4 2000-2999: Classified Personnel Salaries LCFF \$0.00</p>	<p>Estimated Actual Expenditures broken out for clarity:  MGMT/\$ 220X / \$39,342.00 225X,235X,245X/\$68,407.00 2000-2999: Classified Personnel Salaries LCFF \$107,749.00  Estimated Actual Expenditures broken out for clarity:</p>

a decreased drop-out rate. Transition Specialist will also work in cooperation with public agencies and parents to increase student attendance rates. Registrar will work with local districts on the matriculation of credits. Updated staff trainings will be provided at the beginning of each semester. Students (grades 11 & 12) will have their transcripts evaluated within 1 month of enrollment to determine eligibility under AB216.

The Transition Specialist continued to coordinate with neighboring districts and community service providers to ensure a timely and smooth transition process for students exiting our JCS. The Transition Specialist also continued to evaluate the transcripts of eligible 11th & 12th graders for graduation under AB216

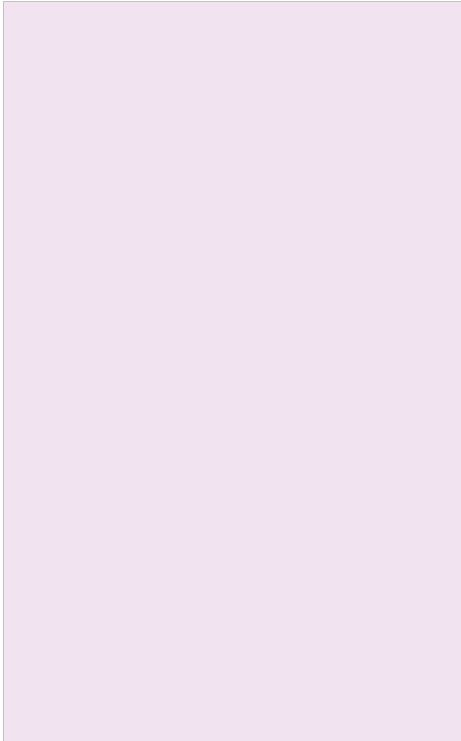


MGMT/\$  
0419/\$122,666.00  
2000-2999: Classified Personnel Salaries Title I \$122,666.00

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(6) (a) To improve truancy, SBCSS staff will be retrained on the SARB process using the truancy letters available in PROMIS. Staff will be trained in the SARB process and provided with a copy of the California State SARB Handbook. (b) County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate).(c) To improve Absenteeism, an "Absenteeism/Truancy" Report will be forwarded to all school sites weekly. The principals, teachers, clinicians and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student</p>	<p>(6a) During the 2018-19 school year, SBCSS staff received training on the SARB process and collaborated more effectively regarding the timely dissemination of truancy letters to parents/guardians. (6b) County schools operated its own SARB during the 2018-19 school year focusing on habitually truant students. (6c) During the 2018-19 school year weekly Absenteeism/Truancy reports were forwarded to all school sites weekly. (6d) "Snapshot" data was not forwarded to school sites during the 2018-19 school year as it was deemed "redundant" in nature to bullet 6c.</p>	<p>MGMT 2200/                    OBJ: 5XXX 2250/ 2350/ 2450/ 2380/ 5000-5999: Services And Other Operating Expenditures LCFF \$20,000.00</p>	<p>MGMT OBJ: 5XXX 2200 2250 2350 2450 2380 0420 5000-5999: Services And Other Operating Expenditures Title I \$35,285.50</p>

records in our Student Information System (SIS) with the interventions used to improve student attendance. (d) The SBCSS Central Office will take an Absenteeism/Attendance/Truancy “Snapshot” from our SIS data to set measurable outcomes for the district and individual school sites. Snapshot data will be forwarded to all school administrators to facilitate effective school site interventions, and or referral to the SARB board of the student’s district of residence. During the “Snapshot”, data regarding truant students and the number of truancy letters sent out within our SIS will be shared with all school staff and SBCSS leadership to monitor progress.



## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7a. SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. 7b. SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). 7c. SBCSS will provide Professional Development (PD) and on-going support to</p>	<p>(7a) During the 2018-19 school year, SBCSS central office administration (in collaboration with school site staff) monitored the minutes of services received by SWD enrolled in County schools (Alternative Education Programs) as mandated by their Individualized Education Plan. (7b) During the 2018-19 school year, SBCSS central office administration (in collaboration with school site staff) monitored the suspension rate of SWD enrolled in County schools</p>	<p>MGMT 0420</p> <p>OBJ: 1XXX 2XXX 3XXX 4XXX 5XXX 1000-1999: Certificated Personnel Salaries Title I \$10,000.00</p>	<p>MGMT 0420 *Principal On Assignment 2000-2999: Classified Personnel Salaries Title I \$5,000.00</p>

district staff regarding all pertinent issues involving SWD.

(Alternative Education Programs). (7c) During the 2018-19 school year, SBCSS central office administration (in collaboration with school site staff) provided Professional Development (PD) to classified and certificated staff that worked with SWD enrolled in County schools (Alternative Education Programs).

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The Engagement section of our SBCSS LCAP has the most Actions/Services. During the 2018-19 school year, internal preliminary discipline data appears to indicate that our suspension rate in Community School will have risen, while our suspension rate in Juvenile Court school will have decreased. PBIS implementation is presumed to be an important correlational factor associated with school discipline outcomes and may explain the variances within the data assessed.

### 2017-18 Community School Suspensions

Cumulative Enrollment: 1,348

Total Suspensions: 84

Total Number of Students Suspended: 63

Total Suspension Rate: 4.7%

### 2018-19 PRELIMINARY Community School Suspensions

Unduplicated Student Enrollment: N = 1108

Total Suspensions: 90

Total Number of Students Suspended: 78

Preliminary Suspension Rate: 7.04%

\*SIS data as of 04.21.19

### 2017-18 Juvenile Court School Suspensions

Cumulative Enrollment: 1,280

Total Suspensions: 225

Total Number of Students Suspended: 138

Total Suspension Rate: 10.8%

2018-19 PRELIMINARY Juvenile Court School Suspensions

Unduplicated Student Enrollment: N = 1028

Total Suspensions: 144

Total Number of Students Suspended: 84

Preliminary Suspension Rate: 8.17%

\*SIS data as of 04.21.19

As a result of our consistent attendance/absenteeism/truancy monitoring efforts, SBCSS expects its K-8 Chronic Absenteeism rate to decrease year-over-year (as reported on the CA School Dashboard). More work must be done during the 2019-20 school year to ensure that parents are consistently providing input (surveys and in-person) regarding the performance of their student's school. An analysis of CA School Dashboard data for both Community Schools and Juvenile Court Schools indicates that a deeper analysis of data must be conducted, focusing our efforts not only on the district as a whole, but also on the student subgroups delineated within the CA School Dashboard.

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

Data indicates that our district engagement efforts have yielded positive results in the area of student discipline and chronic absenteeism. District staff are becoming increasingly more reliant on assessing and utilizing data to improve student outcomes. As our proficiency with data increases, our Expected Annual Measurable Outcomes should continue to show positive growth (as measured on the CA School Dashboard). The overall effectiveness of the Actions/Services within this goal can be characterized as moderate. There is continued need for growth in the areas of student enrollment and attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences existed between Budgeted Expenditures and Estimated Actual Expenditures for three primary reasons:

(#1) Many Title I expenditures are made directly by the school sites, so estimating budget figures for a particular goal/action/service is difficult. This year, we implemented an LCAP compliance field within our financial system which allowed us to track more accurately the expenditures associated with a particular Goal (e.g. PBIS implementation).

(#2) In previous years, the Registrar and Transition Specialist's salaries and health and welfare benefits were "lumped in" with other classified salaries. This year, they were broken out by program management for enhanced clarity/tracking.

(#3) Expenditures on PBIS implementation and Alternative Learning Experiences were budgeted lower than their Estimated Actual Expenses.

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

During the 2019-20 school year, several changes will be made to the Actions/Services listed in our LCAP. When and where appropriate, metrics used to assess student outcomes will come directly from the CA School Dashboard (and or Dataquest) in addition to local measures. If available, metric data will be based on the appropriate LEA/District level, School-site level, or student sub-group level. This should allow for more consistent data analysis and growth comparisons over time.

Goal 2 EAMO (1b) will be the suspension rate of "All students suspended once" in Community Schools and Juvenile Court Schools. The EAMO will also list the suspension rate of any subgroup listed in red on the CA School Dashboard for this indicator. EAMO (1c) "length of suspension in days" will no longer be an EAMO metric due to the public inaccessibility of the data point. EAMO (1d) will be removed as a renewed emphasis on PBIS implementation will be the focus.

Goal 2 EAMO 2 will be 1250 parents signed into student-centered events. This change was made due to us not making our EAMO goal of "1336" parent signed into student-centered events. This EAMO is contingent upon student enrollment and has the potential to display high degrees of volatility, exacerbated by declining student enrollment.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

Pupil Outcomes: In the 21st century, students will need to acquire a deeper conceptual and practical knowledge of multiple content areas in order to be sufficiently prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. To achieve this, SBCSS will focus on integrating Professional Development that supports CCSS learning/instruction, expanded course offerings, and technology. In addition, SBCSS acknowledges that the "Cradle to Career" continuum includes personal and social readiness skills vital for all students' success.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

### Metric/Indicator

(1) Grade Equivalency (G.E.) growth on STAR assessment  
State Priority 4 – Local Measure

(1a) During the 2018-19 school year 1,110 Community School students took the STAR ELA and Math assessments. 597 students in Community School completed two STAR ELA assessments. 327 out of 597 students were considered Long Term students. The average ELA growth for Long Term students was +0.46 G.E. (N =327). The average Math growth for Long Term students was + 0.38 G.E. (N = 301).

During the 2018-19 school year 1,035 Juvenile Court School students took the STAR ELA and Math assessments. 118 students in Juvenile Court School completed two STAR ELA assessments. 35 out of 118 students were considered Long Term students. The average ELA growth for Long Term

## Expected

(2) Number of Mental Health "sessions" provided to students  
State Priority 5A & 6C

(3) SBAC/CAA student completion rate & SBAC Bootcamp for students  
State Priority 4A

(4) Enrollment and credit acquisition in CTE/Vocational Education classes  
State Priorities, 4C,7A & 8

## Actual

students was +0.51 G.E. (N =35). The average Math growth for Long Term students was +0.66 G.E. (N = 39).

ENGLISH LEARNERS: Assessment data shows that 190 students were English Learners in Community School during the reporting period. 67 out of the 190 English Learners were considered Long Term students. The average growth for Long Term English Learner students was +0.23 G.E. (N = 67).

(1b) All SBCSS teachers had at least one "active" account of an SBCSS adopted instructional technology and or assessment platform. Usage over the course of the school year was not consistent across multiple platforms.

(2) Mental Health Counseling Sessions Provided:

Individual 10,422

Collateral 2,736

Assessment 2,321

Plan Development 4,140

Group 689

Linkage and Consultation 224

Intensive Care Coordination 299

Rehab ADL 3,151

Crisis 42

Family 426

Number of students seen 766

McKinney Vento Students Serviced 129

(3) Percent of Community School students completing ELA SBAC testing during 2017-18 (98%)

Percent of Community School students completing Math SBAC testing during 2017-18 (97%)

Percent of Juvenile Court School students completing ELA SBAC testing during 2017-18 (92%)

Percent of Juvenile Court School students completing Math SBAC testing during 2017-18 (91%)

\*PLEASE NOTE: 2018-19 SBAC completion percentages are not currently available.

2018-19 - NO SBAC "Bootcamps" were provided

(4) During 2018-19, 182 students earned 688.5 credits in CTE/Vocational Education courses. Data was pulled from 07.01.18 - 03.26.19.

## Expected

### 18-19

All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.

(1a) 40% of students, including English Learners after 90 days of continuous enrollment will demonstrate a .25 grade-level growth as measured by local assessment measures (STAR Renaissance Learning) in ELA and Math.

(1b) All SBCSS teachers will have at least one "active" account of an SBCSS adopted instructional technology platform showing consistent usage (at least once per week).

(2a) maintain the same level of services proportionally based on student enrollment and counselor FTE.

(3a) All SBCSS teachers will have at least 95% of their students complete the SBAC summative assessment, (3b) SBCSS Curriculum Team will develop an SBAC/CAA "Bootcamp" curriculum to improve student achievement on standardized assessments.

(4a) Students will be exposed to a broad course of study (as described in EC section 51210 and 51220 (a) -(i), and increase credits earned in Vocational Education courses by 10% over the 2017-18 school year. Our enrollment goal will be 10% over the prior year. (4b) During the 2018-19 school year, our goal is to have 100% of Long-Term students (enrolled in

## Actual

## Expected

Vocational Education courses) take an online career inventory and assessment to expose them to possible colleges and careers of interest.

### Baseline

(1) 50 LT EL students showed 0.26 GE in ELA and 0.37 GE in math gains.

(2) 7,857 Individual Support counseling sessions, 81% overall satisfaction rate

(3) 2015-16 SBAC completion rate for AE programs.

## Actual

Expected

(4) (a) 655 Vocational credits earned, 96 students enrolled in vocational education courses, (b) Baseline to be determined during the 2017-18 school year.

Actual

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(1a, 1b) To assist all students (including English Learners) in acquiring a deeper conceptual understanding of the fundamental skills and concepts that they are required to learn (as outlined by the Common Core State Standards: CCSS), SBCSS will provide all core-curriculum classrooms with instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students. Teachers will be expected to maintain the appropriate documentation to ensure that high-quality instruction is occurring within SBCSS classrooms for all students. (1c) SBCSS will ensure that 100% of students and their teachers have access to web-based instructional resources that have the potential to increase student awareness and</p>	<p>SBCSS Alternative Education students were given an English Language Arts and Mathematics proficiency assessment upon enrollment (no longer than 5 student attendance days) and quarterly thereafter. Assessment results were included in student's Individualized Learning Plans. For English Learners, assessment results were used to differentiate instruction. All teachers were given access to multiple assessment and curriculum that possessed engaging delivery models to facilitate greater student interest and subsequent learning.</p>	<p>MGMT'S                  2250            OBJ: 2XXX                  2350                    5XXX                  2450                  225M                  0420                  5000-5999: Services And Other Operating Expenditures LCFF                  \$10,000.00</p>	<p>Costs contained in G1A1 \$0.00</p>
		<p>MGMT                  0420 *(AE schools receive a prorated allocation based on student population enrollment and not the entire district-wide school allocation. Special Education programs are covered under their District of Residence's LCAP)                  School Sites                  301,302,303,304,324                  4000-4999: Books And Supplies                  Title I \$141,353.00</p>	<p>MGMT                  0420 *(AE schools receive a prorated allocation based on student population enrollment and not the entire district-wide school allocation. Special Education programs are covered under their District of Residence's LCAP)                  School Sites 000,                  301,302,303,304,324, 450, 451                   OBJ: 4XXX, 5XXX, 6XXX                  4000-4999: Books And Supplies                  Title I \$579,757.61</p>

understanding of English Language Arts and Mathematics standards (as outlined by the Common Core State Standards: CCSS).

206(d) Alternative Education Restricted Lottery 4000-4999: Books And Supplies Other \$158,092.00

206(d) Alternative Education Restricted Lottery 4000-4999: Books And Supplies Other \$111,367.95

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. SBCSS Counseling Center will continue to offer the individual, group, and family counseling to all eligible students. They will continue to offer drug and alcohol counseling, and anger management classes to meet student needs. Family counseling will be provided on as requested basis. Counselors will participate in the implementation of a Positive Behavior Intervention and Supports (PBIS) in our Community Schools and Juvenile Halls.</p>	<p>(2) The SBCSS Counseling Center continued to offer individual, group, and family counseling to all eligible students. They also offered drug and alcohol counseling, and anger management classes to meet student needs. Family counseling was provided on an as requested basis. Counselors continued to participate in the implementation of a Positive Behavior Intervention and Supports (PBIS) in our Community Schools and Juvenile Halls.</p>	<p>MGMT/\$ 2200/\$60,000.00 2250/\$60,000.00 2350/\$60,000.00 2380/\$60,000.00 2450/\$60,000.00 OBJ. CODE 2XXX 3XXX 2000-2999: Classified Personnel Salaries LCFF \$286,000.00</p>	<p>MGMT/\$ 017A / \$2,202,101.00 OBJ: 2XXX, 3XXX 2000-2999: Classified Personnel Salaries Other \$2,202,101.00</p>
		<p>MGMT/\$ Medi-Cal Administrative Activities (MAA) Mgmt (0416)/\$23,243.00 OBJ. CODE 2XXX 3XXX 2000-2999: Classified Personnel Salaries Other \$23,243.00</p>	

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(3.) SBCSS will implement Professional Development practices and supports in order to ensure that students benefit from a highly-qualified teaching staff,</p>	<p>SBCSS teaching staff continued to have access to Professional Development that focused on instructional technology (Google classroom, Pearson Science and</p>	<p>Cost included in Goal 1, Action #3 1000-1999: Certificated Personnel Salaries LCFF \$10,000.00</p>	<p>One staff development day included in Cert Salaries Goal 1 Action 4. \$0.00</p>

competent with cutting-edge technology, instructional practices, and Common Core State Standards (CCSS). Teachers will have the opportunity to attend two full-days of staff development that will focus on CCSS. During the course of the school year, an Instructional Technology coach will provide on-going staff development in the areas of instructional delivery, best practices, technology integration with the implementation of standards-aligned instructional materials and assessments.

ELA, Achieve3000, Odysseyware, Gizmos, Rocketlit, SimpleK12, Next Lesson and Xello). Teachers were also provided access to in-class support from our Instructional Technology Coach (teacher on assignment). One staff development day was provided to all certificated staff during the 2018-19 school year.

MGMT/\$  
0420/\$5,000.00  
OBJ.CODE  
5XXX  
Title I \$5,000.00

MGMT  
0420  
OBJ: 5XXX  
5000-5999: Services And Other Operating Expenditures Title I  
\$7,900.00

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(4a) SBCSS Alternative Education students will have the opportunity to enroll in vocational preparation classes both on campus and off campus. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate) These classes are intended to increase students' awareness of career pathways, and increase their college and career readiness skills. (4b) Students enrolled in Vocational Education courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.</p>	<p>Students were given the opportunity to enroll in vocational preparation classes at several Community School cluster sites. All students were provided access to a vocational career inventory and interest assessment (Xello). Students in our East Valley Community School region were given the opportunity to participate in CyberSB classes at our Dorothy Ingram Learning Center.</p>	<p>Carl D. Perkins Career and Technical Education MGMT/\$-0515 OBJ: 1XXX 3XXX 1000-1999: Certificated Personnel Salaries Other \$84,494.00</p> <p>College Readiness Block Grant MGMT/\$ -2272 OBJ: 1XXX 3XXX 1000-1999: Certificated Personnel Salaries Other \$114,279.00</p> <p>MGMT's 2250 2350 2450</p>	<p>MGMT/\$ 220X/\$97,718.00 225X,235X,245X / \$47,456.00 OBJ: 1XXX,3XXX 1000-1999: Certificated Personnel Salaries LCFF \$145,174.00</p> <p>CTEIG MGMT/\$ 220R/\$118,298.00 OBJ: 1XXX,3XXX 1000-1999: Certificated Personnel Salaries Other \$118,298.00</p> <p>MGMT/\$ 0419/\$93,990.00 OBJ: 1XXX,3XXX 1000-1999: Certificated</p>

225M  
OBJ: 1XXX  
3XXX  
1000-1999: Certificated  
Personnel Salaries LCFF  
\$10,000.00

Personnel Salaries Title I  
\$93,990.00

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The 2018-19 school year was a year focused on continuous improvement and sustainability. The continued implementation of Actions/Services focusing on student learning, mental health and PD were challenging, but our results are encouraging. A reflection on the 2018-19 school year highlights that consistent and repeated collaboration between all stakeholders regarding ongoing initiatives has been an effective strategy in achieving program goals.

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

The Actions/Services within this goal are multi-pronged, resulting in a more holistic approach to student outcomes (i.e., technology access, mental health, professional development, vocational education course access). This multi-pronged approach has yielded quantifiable positive gains in student testing participation. This has not been reflected in student achievement outcomes (based on SBAC proficiency results) due to high mobility and unlike comparison of year-over-year student results. Previous LCAP metrics have focused more on "inputs" rather than "outputs/outcomes". Future LCAP EAMO metrics will now more closely align with CA School Dashboard outcomes for all students (and struggling subgroups). In sum, the Actions/Services associated with this goal appear to be moderately effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The entire SBCSS Clinical Counseling Center management budget was included in this year's Estimated Actual Expenditures, which is a departure from prior years practice. This explains the material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

For the 2018-19 school year, Goal 3 EAMO's focusing on Pupil Outcomes will utilize data obtained from the CA School Dashboard to assess progress. Specifically, metrics associated with English Learner progress, SBAC participation, SBAC standards being met, Graduation Rates and percentage of students "prepared" for College and Career will be used.

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 4

Expelled Youth: SBCSS will continue to meet monthly with the Child Welfare and Attendance representatives from the local districts to ensure that expelled students receive immediate enrollment, have access to all courses needed to continue their matriculation towards graduation and to transition back to their home districts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

#### Expected

##### Metric/Indicator

Verification of CWA information dissemination (percentage of districts receiving info.) (Priority 9)

##### 18-19

(1) During the 2018-19 school year, the County CWA office will ensure that 100% of all SB County school districts' CWA's will receive information and materials shared at the monthly meetings (including, but not limited to agendas, minutes and legislative updates).

(2a) During the 2018-19 school year, the CWA will utilize the Expulsion Tracking Tool to determine and follow up on expelled youth. The CWA office will verify the successful transition (or lack thereof) of 100% of students identified by the Expulsion Tracking Tool. (2b) The CWA office will verify timely enrollments by expelled students by tracking successful/unsuccessful student enrollments within 5 student attendance days. That data will be shared at monthly CWA meetings.

#### Actual

(1) During the 2018-19 school year, the County CWA office ensured that 100% of all SB County school districts' CWA's received information and materials that was shared at monthly meetings (including, but not limited to agendas, minutes and legislative updates).

(2a) During the 2018-19 school year, the CWA office successfully implemented the Expulsion Tracking Tool (furthermore referred to as "The Pupil Expulsion Report" (PER). PER access was provided to all SB County CWA's. (2b) The CWA office was not able to verify (county-wide) the timely enrollments of all transitioning expelled students.

Expected

Actual

**Baseline**

(1) 26 out of 33 districts participated in County CWA meetings

(2a,b) The results from the Expulsion Tracking Tool were shared at monthly County CWA meetings.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>(1) SBCSS Child Welfare and Attendance (CWA) Office will increase district participation in CWA meetings through use of online participation. Increased participation will be achieved by increasing the access to agenda, materials, and minutes from monthly CWA regional meetings for all stakeholders (by posting all information on our SBCSS website and or through email transmission).</p>	<p>(1) During the 2018-19 school year, 33 out of 33 school districts within our County received all pertinent information discussed at monthly CWA meetings.</p>	<p>Child Welfare and Attendance MGMT 4010 OBJ. CODES 2XXX 3XXX 2000-2999: Classified Personnel Salaries Other \$358,252.00</p>	<p>Child Welfare and Attendance MGMT 4010 *Also includes classified salaries and benefits 1000-1999: Certificated Personnel Salaries Other \$358,252.00</p>

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(2) SBCSS Child Welfare and Attendance (CWA) Office will ensure that EY are successfully transitioning into their next educational placement after expulsion to prevent at-risk students from dropping out of high school.	(2) The SBCSS Child Welfare and Attendance (CWA) Office implemented the Pupil Expulsion Report (PER) which was an online/automated database where school districts could enter their Pupil Expulsions, so the data would be centralized and subsequent follow-up could be conducted.	Child Welfare and Attendance (Costs Contained in Goal 4, Action/Service #1) MGMT 4010 OBJ. CODES 2XXX 3XXX 2000-2999: Classified Personnel Salaries Other \$0.00	Child Welfare and Attendance (Costs Contained in Goal 4, Action/Service #1) MGMT 4010 OBJ. CODES 2XXX 3XXX 2000-2999: Classified Personnel Salaries Other 0.00

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The 2018-19 school year was successful in that SBCSS met monthly with district CWA's. Due to the logistics of this large county, information was disseminated electronically to all districts that could not make the meetings. The implementation of the PER was extremely successful. The PER was made available to all SB County school districts. The logistical coordination of PER data is the next step in implementation efforts to ensure that expelled youth are indeed transferring successfully to their next educational placement.

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

The overall effectiveness of the Actions/Services for Goal 4 (Expelled Youth) appear to be substantial. That being stated, the SBCSS CWA is motivated to build on current successes and improve the logistical coordination and usage of the PER system.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

During the 2019-20 school year, the SBCSS CWA will focus on improving current processes for information dissemination during monthly meetings and improving efficient usage of the PER system. In addition, the SBCSS CWA will implement another new tracking tool; the Pupil Student Attendance Review Board Report (PSR). The goals for this new action/service is to ensure that students being SARB'ed by their local school districts are successfully transitioning to their new educational setting in a timely manner.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 5

Foster Youth: The educational outcomes of Foster Youth (FY) will mirror that of the general student population. Transferring FY will be promptly enrolled in the appropriate classes and transferring youth will be given awarded credit for all work completed including partial credits. The COE and all participating districts will increase the coordination of their programs and services to better meet the needs of FY across the county. Students in county-run Alternative Education programs will be identified as FY in a timely manner and will receive the services they are eligible for. Metrics for FY will be disaggregated by subgroup.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Number of trainings provided State Priority 10</p>	<p>(1a) During the 2018-19 reporting period, the FYSCP provided a total of 55 trainings with a total of 3,245 attendees. The trainings addressed topics on immediate enrollment, AB 216, partial credits, school of origin, Every Student Succeeds Act (ESSA), laws and rights of foster youth and what schools and caregivers can do to support foster youth.</p>
<p>Number of FCAC meetings provided State Priority 10A,B</p>	<p>(1b) During the 2018-19 reporting period, the FYSCP provided 6 Foster Care Advisory Council meetings. The attendees include representatives from school district foster youth liaisons, several Child Welfare departments, Probation, Charter Schools, group home staff, Homeless Education Liaisons, Colleges, Universities, California Youth Connection, Court Appointed Special Advocates (CASA), and various community partners.</p>
<p>Number of trainings provided State Priority 10A,B</p>	<p>(2a) During the 2018-19 reporting period, 55 trainings were provided. Thirty one out of thirty-three districts have 15 or more foster youth enrolled.</p> <p>(2b) All 33 school districts now have access to CalPads which provides school history on foster youth and the CalPads 5.7 report reflects information on Probation/Social Worker, caregiver information and educational rights</p>

## Expected

Number of trainings provided  
State Priority 10C,D

Ensuring LEA's receive accurate FY data  
State Priority 10

Host a county-wide FY summit  
State Priority 10

Provide FY with multiple opportunities to participate in culturally responsive learning events  
State Priority 10

### 18-19

(1a) During 2018-19 school year, the FYSCP will continue to conduct trainings that focus on the most important issues/challenges impacting the lives of FY.

(1b) During 2018-19, the FYSCP will continue to co-facilitate the monthly Foster Care Advisory Council meetings. The Advisory meetings provides a forum to discuss delivery and coordination of services to foster youth to minimize disruptive changes in school placement.

## Actual

holder contact information. Also in collaboration with Children and Family Services 24 of our 33 school districts have access to CFS Foster Focus database that provides social worker name, phone and email contact information on San Bernardino county youth.

(2c) Riverside COE FYSCP and SBCSS FYSCP hosted the 5th Annual Foster and Homeless Youth Services Summit on March 6, 2019 at the Riverside Convention Center.

(2d) On November 17, 2018; 218 foster youth attended and participated in Independent City, a full day conference that focuses on life skills, college and career tech preparation.

(3) The 2019 annual Southern California Student Wellness Conference will include a foster youth track. Participants will hear key note speakers, youth panelists and other professional speak on issues related to foster youth, trauma and best practices. Over 600 people from education and human services attend this conference.



## Expected

(2a) During the 2018-19 school year, the FYSCP will conduct 31 trainings. School district FY Liaisons are expected to attend at least two of these trainings if they represent a district with 15 or more FY enrollment.

(2b) During 2018-19, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and educational rights holder contact information.

(2c) During 2018-19, the FYSCP will partner with Riverside County Office of Education (RCOE) FYSCP to provide a dual county summit with a target audience of 350 LEA foster and homeless liaisons, probation, child welfare, and other agencies.

(2d) During 2018-19, the FYSCP will provide a youth conference and at least 6 workshops/activities (300 youth) that focus on college and Career Tech preparation.

(3) During 2018-19, the FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in multiple culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship.

### **Baseline**

(1a) 46 trainings were provided.

(1b) During 2016-17, monthly Foster Care Advisory Council meetings were conducted with stakeholders.

(2a) 46 trainings were provided.

## Actual

Expected

Actual

(2b) Baseline will be established during 2017-18.

(2c) Baseline will be established during 2017-18.

(2d) Baseline will be established during 2017-18.

(3) Baseline will be established during 2017-18.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(1) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CalPads, County SIS,	(1) The Foster Youth Services Coordinating Program (FYSCP) provided support to SB county school districts regarding policy and procedures regarding FY. FYSCP support came in the form	FYSCP Res:7366 MGMT 4011 OBJ. CODES 1XXX	FYSCP Res:7366 MGMT 4011 OBJ. CODES 1XXX

Foster Focus). The FYSCP will ensure that SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed.Code 48853.5 & 51225.2).

of numerous trainings on Calpards data, SIS usage, Partial Credits and Foster Focus.

2XXX  
3XXX  
4XXX  
5XXX  
7XXX

\*Projected Grant Allocation  
2000-2999: Classified Personnel Salaries Other \$1,846,809.00

2XXX  
3XXX  
4XXX  
5XXX  
7XXX

2000-2999: Classified Personnel Salaries Other \$2,362,661.00

## Action 2

### Planned Actions/Services

(2) The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and that they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives & Foster Youth Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5].

### Actual Actions/Services

The FYSCP provided numerous trainings to school district liaisons focusing on FY rights, legislation and policies.

### Budgeted Expenditures

Costs contained in Goal 5 Action/Service #1 \$0.00

### Estimated Actual Expenditures

Costs contained in Goal 5 Action/Service #1 \$0.00

## Action 3

### Planned Actions/Services

(3) The FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in culturally responsive

### Actual Actions/Services

The FYSCP coordinated with the Alliance for Education to ensure that County Schools FY had the opportunity to participate in culturally responsive

### Budgeted Expenditures

Costs contained in Goal 5 Action/Service #1 \$11,000.00

### Estimated Actual Expenditures

Costs contained in Goal 5 Action/Service #1 \$0.00

activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will be available to enrolled AE students as funding permits.

activities/events that promote student achievement (including graduation and post-secondary opportunities, physical fitness, resiliency and mentorship.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

During the 2018-19 school year, the FYSCP was successful in providing trainings to district staff throughout the county as well as numerous stakeholders who are involved with FY. In addition to trainings, FYSCP staff provided site visits to numerous districts and charter schools and co-facilitated monthly Foster Care Advisory meetings.

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

The Actions/Services cited in this goal which involved training district liaisons and other stakeholders were extremely successful. The continued training and support of districts (and outside agencies) to effectively use Calpads and CFS reports to support FY will be an ongoing Action/Service

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actual grant allocation includes funding for activities and services that are not included in the scope of this LCAP.

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

During the 2019-20 school year, the FYSCP will continue with the same Goal, Actions/Services and EAMO's. There will be no changes for the 2019-20 school year.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

The process for obtaining stakeholder input is multipronged and intentionally focuses on discerning the true sentiments of our students, parents, teachers, principals, administrators, counselors, probation officers and designated instructional service providers regarding their experiences on our SBCSS campuses. To garner student input for stakeholder meetings (and the Goals and Actions within the LCAP), Student Services sends out LCAP Student Surveys at the beginning of the first and second semesters of every school year. We run a district challenge based on LCAP surveys. The school/principal that has the highest percentage of students (compared to enrollment) returning completed LCAP surveys wins a pizza party for the entire school. SBCSS has found this to be a fairly effective strategy in garnering student input as our principals are competitive by nature, allowing them to participate in the student engagement process.

In addition, Student Services makes flyers that are sent home with students. Many principals hand deliver these notices to parents during early morning drop-off, dismissal, School Site Council meetings, as well as making them available to parents on the counters of the school reception area. All surveys and flyers are available in English and Spanish (and online surveys are available in lieu of paper surveys). The personal connection between teacher and parent, or principal and parent seems to be the most effective method in garnering support in gathering surveys (and LCAP stakeholder engagement meeting attendance).

To inform teachers and staff of LCAP Actions and Services, data points from actual EAMO's are discussed routinely during monthly Alternative Education principal meetings. These data points typically surround attendance percentages, truancy rates, STAR assessment testing percentages, discipline data, PBIS updates, vocational education credits earned, among other LCAP data points. SBCSS principals (and administrators) provide frequent input into current and future LCAP Goals, Actions and Services during monthly principal meetings, suggesting the addition, elimination and or revision of Goals, Actions and Services. Data discussed in the principal meetings is shared back during school staff meetings, where all staff are encouraged to provide feedback, input or commentary regarding various LCAP goals (suggestions for process improvement). During these staff meetings, staff are reminded of upcoming engagement meetings and encouraged to invite their students and parents to attend.

During district/school meetings such as School Site Councils, District English Language Advisory Committee (DELAC), LCAP is routinely a bullet point on the agenda and is discussed at length (in the context of current discussions). The parents serving in our School Site Councils function as our Parental Advisory Committee (PAC), providing input on both school site plans (SPSA's) and our district plan (LCAP) as well. For the 2018-19 school year, SBCSS will continue to enhance its PAC by holding a meeting at every

cluster site in the evenings to encourage greater participation. Parents will be given LCAP surveys to complete during these additional PAC meetings to help inform district decisions. The SBCSS LCAP has truly become our district's guiding document and LCAP goals, actions and services are commonly known.

To ensure that we consistently hear from members of the community, we make sure that we invite not only students and parents, but also teachers and local bargaining units (CTA, CSEA, and Teamsters). In addition, we reach out to the San Bernardino County Probation Department (as we operate two Juvenile Court Schools). Our Superintendent's office also sends out invites to local municipal and law-enforcement officials (San Bernardino Mayor, District Attorney, Board of Supervisors, etc.). Our principals (and administrators) are actively involved in the LCAP process, acting as a cohesive bonding agent ("glue") between the multiple stakeholder groups. Encouragement for stakeholder input and attendance during engagement meetings has increased over the years.

SBCSS held two formal LCAP stakeholder engagement meetings this year (January 17, 2019 & April 4, 2019). The format of stakeholder engagement varies from year to year, but the basic structure remains the same. At the beginning of all meetings, there is a brief (but informative) introduction/review of what LCAP's are. This introduction/review is then followed by an overview of real data points (as associated with EAMO's). Attendees are typically seated by school/region and the data is analyzed and discussed. Lunch is usually served after data analysis. Then, each school/region provides their analyses of the data, ranks current Actions and Services in order of relevance/importance and then provide suggestions for Actions and Services that should be kept, revised or deleted. The data is then quantified and Actions and Services are updated (as needed) and the LCAP is revised and presented to our SBCSS Board for a public hearing. Input from the public and Board is then incorporated into the current LCAP if necessary and the LCAP is presented at the next Board meeting for approval.

## Impact on LCAP and Annual Update

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

As with all stakeholder engagement meetings, a discussion must be had about what Actions and Services were the most impactful. During our April 4, 2019 Stakeholder Engagement meeting, stakeholders agreed that the impact of the Actions and Services below was substantial and that, SBCSS would:

- Search for ways to effectively increase classroom support (paraeducators)
- Continue offering Mental Health Services, Individual and Family counseling and using our Clinical Counseling staff as Homeless/McKinney-Vento Liaisons (most effective)
- Increase the STAR assessment 5-day testing window for newly enrolled students
- Keep vocational Education courses, but should be expanded when and where practical
- Continue Alternative Learning Experiences as participation was consistently increasing (with positive benefits)
- Decrease chronic absenteeism as a way to improve attendance and revenue for desired Actions/Services

- Improve the graduation rate
- Continue to vigilantly send out Truancy letters to encourage better student attendance
- Need to ensure students took a career assessment/inventory with greater fidelity

These suggestions that were discussed were synthesized into the 2019-20 LCAP and are presented to the SBCSS County Board twice (for public hearing and approval).

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Conditions of Learning: SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve. Alternative Education Program students will show quantifiable gains on standardized measures of achievement, exhibit increasingly improving English Language Proficiency, show an increasing awareness of career pathways, and increase their college and career readiness. To achieve this, SBCSS will implement formalized assessment procedures, modify our SBCSS instructional strategies, modify our staffing procedures, and provide expanded educational offerings.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To improve achievement in students who are highly mobile, to provide CTE/ROP access, to increase number of support staff, to provide staff that have the appropriate education, training and background to support student learning, to provide a school that meets all the requirements of Williams Act as described in CA Education Code 35186.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Percentage of students taking Pre &amp; Post STAR assessments (ELA &amp; Math) (State Priority 2A)</p> <p>Ratio: Teacher/Paraeducator (State Priority 1A)</p> <p>Percentage of appropriately assigned teachers (State Priority 1A)</p> <p>(4) Safe Clean and Functional school facilities and Instructional Material sufficiency (State Priorities 1B,C)</p>	<p>(1) 97% of long term students student assessment</p> <p>(2) 1:1 classroom Teacher/Paraeducator ratio</p> <p>(3) 100% appropriate CA state licensure/credential</p> <p>(4) 100% FIT completion and SB Board Instructional Materials sufficiency declaration (certificate of minutes)</p>	<p>All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.</p> <p>(1) 100% of all Long-Term students (enrolled 90+ days) will have completed at least two ELA and MATH STAR assessments (pre &amp; post).</p> <p>(2) The number of paraeducators in classrooms will be maintained at the 2016-17 school year levels (maintaining the teacher to paraeducator ratio of 1:1 in Community and Juvenile Courts School classrooms.</p> <p>(3) SBCSS will ensure that all teachers have obtained the appropriate California state license/credential for their current teaching assignment.</p>	<p>All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.</p> <p>(1) 100% of all Long-Term students (enrolled 90+ days) will have completed at least two ELA and MATH STAR assessments (pre &amp; post).</p> <p>(2) The number of paraeducators in classrooms have a teacher to paraeducator ratio of 1 to 0.50 FTE's in Community and Juvenile Courts School classrooms.</p> <p>(3) SBCSS will ensure that all teachers have obtained the appropriate California state license/credential for their current teaching assignment.</p> <p>(4a) SBCSS will ensure that all school facilities</p>	<p>All Actions/Services are principally directed to improve/increase services to the 93% unduplicated student population.</p> <p>(1) 100% of all Long-Term students (enrolled 90+ days) will have completed at least two ELA and MATH STAR assessments (pre &amp; post). Students will be given the STAR test within their first 10 days of enrollment.</p> <p>(2) Paraeducator support will be provided to classrooms based upon program needs.</p> <p>(3) SBCSS will ensure that all teachers have obtained the appropriate California state license/credential for their current teaching assignment.</p> <p>(4a) SBCSS will ensure that all school facilities are maintained in "good repair" as measured by the Facilities Inspection</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(5) Percentage of MV students contacted regarding need (State Priority 5A)</p> <p>(6) Number &amp; Percentage of EL's receiving specialized ELD tutoring (State Priority 7B)</p>	<p>(5) 100% contacted</p> <p>(6) 12/16 (75%) students had positive growth scores on their post-test STAR ELA exam after 10+ hours of EL tutoring</p>	<p>(4a) SBCSS will ensure that all school facilities are maintained in "good repair" as measured by the Facilities Inspection Tool a.k.a. "FIT". (4b) SBCSS will ensure that all schools have sufficient Instructional Materials through an annual review from our SB County Board.</p> <p>(5) 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly. These actions and services will result in increased attendance rates, which will provide greater access to enroll in a larger variety of courses.</p> <p>(6) SBCSS EL students will have access to enrolling in tutoring. EL students receiving 10 or</p>	<p>are maintained in "good repair" as measured by the Facilities Inspection Tool a.k.a. "FIT". (4b) SBCSS will ensure that all schools have sufficient Instructional Materials through an annual review from our SB County Board.</p> <p>(5) 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly. These actions and services will result in increased attendance rates, which will provide greater access to enroll in a larger variety of courses.</p> <p>(6) SBCSS EL students will have access to enrolling in tutoring. SBCSS EL students receiving 10 or more hours of individualized</p>	<p>Tool a.k.a. "FIT". (4b) SBCSS will ensure that all schools have sufficient Instructional Materials through an annual review from our SB County Board.</p> <p>(5) 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly. These actions and services will result in increased attendance rates, which will provide greater access to enroll in a larger variety of courses.</p> <p>(6) SBCSS EL students will have access to enrolling in tutoring. SBCSS EL students receiving 10 or more hours of individualized tutoring from our EL tutors will show positive gains on their EL STAR</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		more hours of individualized tutoring from our EL tutors will show positive gains on their EL STAR assessments (post tests).	tutoring from our EL tutors will show positive gains on their EL STAR assessments (post tests).	assessments (post tests).

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 Specific Schools: Community School -36103630107466,  
 Juvenile Court School - 36103633630431

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(1) SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (no longer than 5 student attendance days) and quarterly thereafter. The initial assessment will guide teacher instruction. Subsequent student assessments will identify areas of student growth, as well as areas needing continued instruction. Assessment results will be used to differentiate instruction based on students' English Language Proficiency status.

(1) SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (no longer than 5 student attendance days) and quarterly thereafter. The initial assessment will guide teacher instruction. Subsequent student assessments will identify areas of student growth, as well as areas needing continued instruction. Assessment results will be used to differentiate instruction based on students' English Language Proficiency status.

(1) SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (no longer than 10 student attendance days) and quarterly thereafter. The initial assessment will guide teacher instruction. Subsequent student assessments will identify areas of student growth, as well as areas needing continued instruction. Assessment results will be used to differentiate instruction based on students' English Language Proficiency status.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$21,000.00	\$21,000.00	\$10,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Split between all AE programs MGMT's 2200 2350 2450 2250 2380	5000-5999: Services And Other Operating Expenditures Split between all AE programs MGMT's 2200 2350 2450 2250 2380	5000-5999: Services And Other Operating Expenditures Split between all AE programs MGMT's 2200 2350 2450 2250 2380

Amount	\$4,200.00	\$4,200.00	\$30,000.00
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT/\$ 0420/\$4200.00	5000-5999: Services And Other Operating Expenditures MGMT/\$ 0420/\$4200.00	5000-5999: Services And Other Operating Expenditures Split between AE and SPED programs MGMT/\$ 0420/\$30,000.00

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

(2) SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

(2) SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

(2) SBCSS Alternative Education programs will continue to provide support to classrooms by assigning paraeducators

to work directly with students during the course of the school day (maintaining the teacher to paraeducator ratio of 1:1 in Community and Juvenile Courts School classrooms). Paraeducators will be used to support the instructional practices and strategies being implemented by the classroom teacher. Students will have increased access to small group instruction, tutoring, meeting individual student needs, targeted instruction and small group EL support.

to work directly with students during the course of the school day. Paraeducators will be used to support the instructional practices and strategies being implemented by the classroom teacher. Students will have increased access to small group instruction, tutoring, meeting individual student needs, targeted instruction and small group EL support.

to work directly with students during the course of the school day. Paraeducators will be used to support the instructional practices and strategies being implemented by the classroom teacher. Paraeducator classroom support will be based on student attendance and program needs. Students will have access to small group instruction, tutoring that meets individual student needs, targeted instruction and small group EL support. These Actions/Services include classified support staff.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,713,092.0	\$3,404,052.000	\$2,765,325.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Includes classified salaries & benefits in all AE programs: MGMT's 2200 2350 2450 OBJ: 2XXX 3XXX	2000-2999: Classified Personnel Salaries Includes classified salaries & benefits in all AE programs: MGMT's 2200 2350 2450 OBJ: 2XXX 3XXX	2000-2999: Classified Personnel Salaries Includes all classified support staff salaries & benefits in all AE programs:  MGMT/\$ 220X / \$744,157.00 238X / \$289,370.00 225X,235X,245X / \$1,731,798.00  OBJ: 2XXX, 3XXX

Amount	\$845,784.00	\$275,738.00	\$310,831.00
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Includes classified salaries & benefits: MGMT/\$ 0419/\$222,000.00 OBJ: 2XXX 3XXX	2000-2999: Classified Personnel Salaries Includes classified salaries & benefits: MGMT/\$ 0419/\$275,738.00 OBJ: 2XXX 3XXX	2000-2999: Classified Personnel Salaries Includes all classified support staff salaries & benefits in all AE programs:  MGMT/\$ 0419 / \$310,831.00  OBJ: 2XXX, 3XXX
Amount			\$49,451.00
Source			Other
Budget Reference			2000-2999: Classified Personnel Salaries Includes all classified support staff salaries & benefits in all AE programs: CLASSIFIED DEV. BLOCK GRANT \$49,451.00 OBJ: 2XXX, 3XXX

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Schools: Community School -36103630107466,  
Juvenile Court School - 36103633630431

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

(3) SBCSS will ensure that all teachers are appropriately credentialed for their current teacher assignment, administrative and support staff are appropriately credentialed/licensed.

2018-19 Actions/Services

(3) SBCSS will ensure that all teachers are appropriately credentialed for their current teacher assignment, administrative and support staff are appropriately credentialed/licensed.

2019-20 Actions/Services

(3) SBCSS will ensure that all teachers are appropriately credentialed for their current teacher assignment, administrative and support staff are appropriately credentialed/licensed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$8,952,952.00	\$9,420,558.00	\$7,063,706.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Includes certificated salaries & benefits across AE programs:  MGMT: 2200      OBJ: 1XXXX 2350              3XXX 2450              5XXX 2380 220D 0419	1000-1999: Certificated Personnel Salaries Includes certificated salaries & benefits across AE programs:  MGMT: 2200      OBJ: 1XXXX 2350              3XXX 2450              5XXX 2380 220D 0419	1000-1999: Certificated Personnel Salaries Includes certificated teacher salaries & benefits across AE programs:  MGMT/\$ 225X, 235X, 245X /\$3,908,255.00 2380 / \$861,883.00 2200 / \$2,168,173.00 IDC / \$125,395.00  OBJ: 1XXX, 3XXX

Amount			\$1,805,326.00
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Includes certificated SUPPORT STAFF salaries & benefits across AE programs:  MGMT/\$ 220X / \$487,758.00 238X / \$225,838.00 225X, 235X, 245X / \$1,035,932.00  OBJ: 1XXX, 3XXX
Amount			\$55,798.00
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries Includes certificated SUPPORT STAFF salaries & benefits across AE programs:  MGMT/\$ 0419 / \$55,798.00  OBJ: 1XXX, 3XXX

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

(4) SBCSS classrooms will be located in safe sanitary buildings and provided instructional materials as required by Education Code 35186. To increase student and staff safety on our campuses, SBCSS in partnership with SB Probation will have Probation Officers stationed at each of our Community School cluster sites.

**2018-19 Actions/Services**

(4) SBCSS classrooms will be located in safe sanitary buildings and provided instructional materials as required by Education Code 35186. To increase student and staff safety on our campuses, SBCSS in partnership with SB Probation will have Probation Officers stationed at each of our Community School cluster sites.

**2019-20 Actions/Services**

(4) SBCSS classrooms will be located in safe sanitary buildings and provided instructional materials as required by Education Code 35186. To increase student and staff safety on our campuses, SBCSS in partnership with SB Probation will have Probation Officers stationed at each of our Community School cluster sites.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$843,291.00	\$843,291.00	\$1,441,591.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT's	5000-5999: Services And Other Operating Expenditures MGMT's	5000-5999: Services And Other Operating Expenditures LEASES AND FACILITIES

	206A 206B 206C 206D 206E 235X 245X 225X OBJ: 4XXX 5XXX	206A 206B 206C 206D 206E 235X 245X 225X OBJ: 4XXX 5XXX	MGMT / \$ 225X, 235X, 245X / \$1,191,815.00 238X / \$162,418.00 220X / \$79,160.00 205E / \$6,050.00 0419 / \$2,148.00
Amount	75,000.00	\$155,680.00	\$286,000.00
Source	Lottery	Lottery	LCFF
Budget Reference	4000-4999: Books And Supplies *Restricted Lottery MGMT 206X  OBJ; 4XXX	4000-4999: Books And Supplies *Restricted Lottery & *Unrestricted Lottery MGMT 205X & 206X  OBJ; 4XXX	5000-5999: Services And Other Operating Expenditures PROBATION AND SECURITY MGMT/\$ 225X,235X,245X / \$286,000.00 OBJ: 5XXX
Amount			\$301,176.00
Source			LCFF
Budget Reference			4000-4999: Books And Supplies INSTRUCTIONAL MATERIALS & SUPPLIES MGMT / \$ 220X / \$31,549.00 238X / \$28,374.00 225X,235X, 245X / \$87,303.00 205E / \$68,950.00 206D / \$85,000.00

Amount			\$200,000.00
Source			Title I
Budget Reference			7000-7439: Other Outgo CHINO VALLEY-BOYS REPUBLIC CONTRIBUTION MGMT / \$ 0419 / \$200,000.00

### Action 5

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

(5) Our Clinical Counseling Team will serve as our district's Homeless Liaisons (for all school sites). 100% of students identified as McKinney-Vento eligible will

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

(5) Our Clinical Counseling Team will serve as our district's Homeless Liaisons (for all school sites). 100% of students identified as McKinney-Vento eligible will

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(5) Our Clinical Counseling Team will serve as our district's Homeless Liaisons (for all school sites). 100% of students identified as McKinney-Vento eligible will

be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly.

be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly.

be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.). A log detailing resource distribution will be updated weekly.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$14,000.00	\$14,000.00	\$20,000.00
Source	LCFF	LCFF	Title I
Budget Reference	2000-2999: Classified Personnel Salaries MGMT's 017A OBJ: 2XXX	2000-2999: Classified Personnel Salaries MGMT's 017A OBJ: 2XXX	5000-5999: Services And Other Operating Expenditures MGMT/\$ 0420/\$20,000.00 School 0326 OBJ: 4XXX, 5XXX
Amount	\$14,000.00	\$75,000.00	\$100,000.00
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT/\$ 0420/\$14,000.00 Res. 3010 OBJ: 5XXX	2000-2999: Classified Personnel Salaries MGMT/\$ 0420/\$75,000.00 Res. 3010 OBJ: 2XXX OBJ: 5XXX	2000-2999: Classified Personnel Salaries MGMT/\$ 0420/\$100,000.00 School 0327 OBJ: 2XXX, 3XXX, 5XXX

Amount			\$5,000.00
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures MGMT/\$ 220X,238X,225X,235X,245X/\$5,000.00 School 0326 OBJ: 4XXX, 5XXX

### Action 6

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(6) Tutors from local universities will be trained in English Language Development (ELD) instructional strategies and deployed to Bob Murphy CS to work with English Learners. Tutors will use the diagnostic and instructional planning report from our STAR assessment program to identify RLA/ELA skills needed and provide appropriate instruction and remediation. Tutors will work with EL's individually and or in groups of 2-3. EL's will be systematically assessed using STAR during the school year to discern if quantifiable learning gains have been made.

(6) Tutors from local universities will be trained in English Language Development (ELD) instructional strategies and deployed to Bob Murphy CS to work with English Learners. Tutors will use the diagnostic and instructional planning report from our STAR assessment program to identify RLA/ELA skills needed and provide appropriate instruction and remediation. Tutors will work with EL's individually and or in groups of 2-3. EL's will be systematically assessed using STAR during the school year to discern if quantifiable learning gains have been made.

(6) Tutors from local universities will be trained in English Language Development (ELD) instructional strategies and deployed to AE Community Schools to work with English Learners. Tutors will use the diagnostic and instructional planning report from our STAR assessment program to identify RLA/ELA skills needed and provide appropriate instruction and remediation. Tutors will work with EL's individually and or in groups of 2-3. EL's will be systematically assessed using STAR during the school year to discern if quantifiable learning gains have been made.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,000.00	\$30,000.00	\$30,000.00
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MGMT 0420	5800: Professional/Consulting Services And Operating Expenditures MGMT 0420	5800: Professional/Consulting Services And Operating Expenditures MGMT/\$ 0420/\$30,000.00
Amount			\$5,000.00
Source			LCFF
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures MGMT/\$ 220X,238X,225X,235X,245X/\$5,000.00



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Engagement: Research demonstrates that to improve student achievement, students and parents must feel a positive connection to their school. To achieve this, SBCSS, in coordination with the San Bernardino Countywide Vision, has adopted a "Cradle to Career Roadmap". This "Roadmap" identifies success indicators in both the personal/social and academic/career continuums. SBCSS is also in the implementation phase of its Strategic Plan. The Student Services LCAP Engagement goal is to implement and provide the Actions and Services that increase the positive contact and experiences between school personnel, students, parents, and community members; facilitating greater positive academic achievement in alignment with both the Strategic Plan initiatives of communication and family/community.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To assist parents in accessing resources, to decrease suspension rates and increase attendance rates, to increase parents attendance at school functions, to identify parent priorities for their students, to provide alternative learning experiences, to provide parents access to expand their own skills and model for their students, to decrease lost attendance due to transition delays in school reenrollment.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		All Actions/Services are principally directed to	All Actions/Services are principally directed to	All Actions/Services are principally directed to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(1) Attendance Rate Percentage(s), Suspension rate percentage(s), Days of suspension- State Priority 6A</p>	<p>(1) (a) 2017-18 Attendance rate of 81.77%, (b) 264 students suspended in Community School and Juvenile Court School, (c) there were 419 days of suspension.</p>	<p>improve/increase services to the 93% unduplicated student population.</p> <p>(1) During the 2017-18 school year, we will: (a) increase our attendance rates in our Community Schools from 81.77% to 83%. (b) decrease the number of students in our Community Schools and Juvenile Court Schools, being suspended for misbehavior from 264 to 237 (representing a 10% decrease), (c) decrease the number of days students are suspended (in Community Schools and Juvenile Court Schools) from 419 days to 397 days (representing a 5% decrease). These EAMO's are based on discipline data with a date range of (07/01/16 – 03/31/17).</p>	<p>improve/increase services to the 93% unduplicated student population.</p> <p>(1) During the 2018-19 reporting period, we will: (a) have an 83% attendance rate in our Community School (b) not exceed an 8.24% suspension rate in our Community School and Juvenile Court School based on an unduplicated student count (c) not exceed a 2.0 day length of suspension for all suspensions during the reporting period, (cumulatively based on unduplicated student suspension data). (d) SBCSS staff will receive PD on "Verbal Judo" as an additional strategy to help deescalate student-teacher negative interactions.</p>	<p>improve/increase services to the 93% unduplicated student population.</p> <p>(1) During the 2019-20 reporting period, we will: (1a) have an 83% attendance rate in our Community School</p> <p>(1b-1) COMMUNITY SCHOOLS (1b-2)ORANGE -All students suspended at least once 4.7% (N = 1,348) (1b-3) RED – African Americans suspended 9.5% (N = 264) (1b-4) RED – Foster Youth suspended 7.1% (N = 168) (1b-5) RED – Students with Disabilities 9.8% (N = 193) GOAL = -2.0% or more for subgroups referenced above</p>
<p>(2) Number of parents attending/signing in at student-centered events State Priority 3A,B</p>	<p>(2) 1336 parent signatures at student centered events</p>	<p>(2) During the 2016-17 school year we had 1336 parents sign in at student centered events (e.g. Open House, Back to School Night, School</p>	<p>(2) During the 2018-19 reporting period we</p>	<p>JUVENILE COURT SCHOOLS (1b-6) RED – All students suspended at least once 10.8% (N =1,280) (1b-7) RED – African Americans suspended at least once 16.1% (N = 410) (1b-8)</p>
<p>(3) Number of parents completing LCAP surveys State Priorities 3A,B &amp; 6C</p>	<p>(3) During 2016-17 we received 263 LCAP parent surveys</p>	<p>(2) During the 2016-17 school year we had 1336 parents sign in at student centered events (e.g. Open House, Back to School Night, School</p>	<p>(2) During the 2018-19 reporting period we</p>	<p>JUVENILE COURT SCHOOLS (1b-6) RED – All students suspended at least once 10.8% (N =1,280) (1b-7) RED – African Americans suspended at least once 16.1% (N = 410) (1b-8)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(4) Number of students participating in ALE's - State Priority 8</p>	<p>(4) During 2016-17 we had 2142 students participate in ALE (duplicated count)</p>	<p>Site Councils, Parent Teacher Conferences, Pastries with the Principal, etc.). Our goal is to seek parent input by increasing our parent engagement by 10% which equals at least 1470 parents attending student centered events (as measured by sign in sheets).</p> <p>(3) During the second semester of the 2016-17 school year, we retrieved 76 parent guardian LCAP surveys. Our goal is to continuously increase Parent Input. Our goal for next year's surveys is to get at least 200 Parent surveys each semester. LCAP surveys are used to discern the perceptions of parents and students regarding their own personal safety, connectedness and satisfaction with school operations.</p> <p>(4) During the 2016-17 school year, over 2000 students participated (duplicated count, N = 2142) in Alternative</p>	<p>increase parent participation by 10%. During the 2017-18 school year we had 1214 parents sign in at student centered events. Our goal for 2018-19 is to have 1336 parents signed in at student centered events.</p>	<p>RED – Foster Youth suspended at least once 19.1% (N = 277) (1b-9)  RED – Homeless suspended at least once 18.2% (N = 55) GOAL = -2.0% for subgroups referenced above</p>
<p>(5) Number of students returning to their D.O.R. after exiting JDAC State Priority 5</p>	<p>(5) During 2016-17 our Transition Specialist verified 710 successful transitions from our JDAC to the appropriate LEA.</p>	<p>(3) During the second semester of the 2016-17 school year, we retrieved 76 parent guardian LCAP surveys. Our goal is to continuously increase Parent Input. Our goal for next year's surveys is to get at least 200 Parent surveys each semester. LCAP surveys are used to discern the perceptions of parents and students regarding their own personal safety, connectedness and satisfaction with school operations.</p> <p>(4) During the 2016-17 school year, over 2000 students participated (duplicated count, N = 2142) in Alternative</p>	<p>(3) During the 2018-19 reporting period our goal is to have a 35% Parent LCAP survey response rate (based on an unduplicated student enrollment count during the 2018-19 reporting period).</p> <p>(4) During the 2018-19 reporting period our goal is to have at least 2,000 students participating in</p>	<p>(1c-1) COMMUNITY SCHOOLS ORANGE - All students Chronically Absent 46.9% (N= 143),(1c-2) ORANGE - African Americans Chronically Absent 45.2% (N = 42),(1c-3)ORANGE - Hispanic Chronically Absent 52.5% (N = 80)(1c-4) ORANGE -SED Chronically Absent 47.3% (N = 129), Goal = -3.0% or more for subgroups referenced above.</p> <p>(1d) Graduation Rate/Community School 57.5%, Goal = 67%+ for all students. RED - Hispanic 56.8% (N = 81), Goal = 67%+, RED</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(6) Number/Percentage of students receiving attendance interventions (Truancy letters/SARB) State Priorities 5A,B</p> <p>(7) Ensure SWD receive the appropriate minutes/hours of SPED services/instruction per IEP State Priority 7C</p>	<p>(6) During 2016-17 weekly Absenteeism reports were sent out, 2 district Snapshots were shared, Schools developing individualized EAMO's for attendance and discipline.</p> <p>(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively</p>	<p>Learning Experiences (ranging from the Miramar Air Show, San Joaquin Valley College, Kinsey Exhibit, Play, Museum of Tolerance, Downtown Mission, Garden Club, Cognitive Training, Guest Speakers, Job Corps, Aquarium of the Pacific, Synergy Day, Whale watching). Our goal is to maintain our current participation rate with at least 2000 students participating in ALE activities over the course of the school year (duplicated student count).</p> <p>(5) During the 2016-17 school year, 710 students received Transition Services within our Juvenile Court Schools. Additionally, our Transition Specialist identified 120 students eligible for graduation under AB216. Our goal during the 2017-18 school year is to verify that 90%+ of all students released from the JDAC have reenrolled with the</p>	<p>Alternative Learning Experiences (duplicated student count).</p> <p>(5) During the 2018-19 reporting period, we will ensure that 90%+ of students leaving our JDAC facility are successfully transitioned. Our Registrar will continue to liaison with internal and external district personnel to accurately matriculate student transcripts.</p>	<p>- SED 58.7% (N = 126), Goal = 67%+</p> <p>(1e) Graduation Rate/JCS 51.7%, Goal = 67%+ for all students, RED - SED 51.7% (N = 60), Goal = 67%+</p> <p>(2) During the 2019-20, our goal is to have 1250 parents sign in at student centered events.</p> <p>(3) During the 2019-20 reporting period our goal is to have a 35% Parent LCAP survey response rate (based on an unduplicated student enrollment count during the 2019-20 reporting period).</p> <p>(4) During the 2019-20 reporting period our goal is to have at least 2,000 students participating in Alternative Learning Experiences (duplicated student count).</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.) SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD. New Action/Service (Baseline will be established during the 2018-19 school year)</p>	<p>appropriate LEA and if reenrollment has not occurred, appropriate interventions have been started to facilitate that students reenrollment. The registrar will continue to liaison with internal and external district personnel to accurately matriculate student transcripts. In addition, the registrar will help develop and refine processes to increase the efficiency of our graduation process.</p> <p>(6) During the 2016-17 school year, the attendance rate for Community School students was 81.77%. For the 2017-18 school year, our goal is to increase the overall attendance rate to 83% (effectively decreasing the overall absenteeism rate). During 2017-18, SBCSS will operate a SARB for students enrolled in AE programs. During 2017-18, weekly absenteeism and truancy reports will be disseminated by the</p>	<p>(6) During the 2018-19 reporting period, 95%+ of all truant students will receive the "appropriate" truancy letter when an unexcused absence has occurred and subsequent referral to our County SARB (as appropriate). Additionally, the LEA will operate SARB proceedings monthly (N=10).</p> <p>(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.)</p>	<p>(5) During the 2019-20 reporting period, we will ensure that 95%+ of students leaving our JDAC facility are successfully transitioned. Our Registrar will continue to liaison with internal and external district personnel to accurately matriculate student transcripts.</p> <p>(6) During the 2019-20 reporting period, 95%+ of all truant students will receive the "appropriate"</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>central office to all school sites. During 2017-18, 90%+ of all truant students will receive the "appropriate" truancy letter when an unexcused absence has occurred. Additionally, for the 2017-18 school year, we will have four "Snapshot" days that focus on student attendance and truancy. Those snapshots will be disseminated to district principals so effective interventions can be put in place. Snapshot data will also be used by school sites to help develop individualized EAMO's for PBIS implementation.</p>	<p>SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD.</p>	<p>truancy letter when an unexcused absence has occurred and subsequent referral to our County SARB (as appropriate). Additionally, the LEA will operate SARB proceedings monthly (N=10).</p> <p>(7a.) SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. (7b.) SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). (7c.) SBCSS will provide Professional Development (PD) and on-going support to</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				district staff regarding all pertinent issues involving SWD.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

(1) SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools. Our PBIS implementation will focus on creating and sustaining a positive school campus environment conducive to positive student achievement and attendance. PBIS program goals include decreasing suspension rates and increasing attendance rates at all schools. We will collaborate with our ESS branch for implementation and coaching.

2018-19 Actions/Services

(1) SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools. Our PBIS implementation will focus on creating and sustaining a positive school campus environment conducive to positive student achievement and attendance. PBIS program goals include decreasing suspension rates and increasing attendance rates at all schools. We will collaborate with our ESS branch for implementation and coaching.

2019-20 Actions/Services

(1) SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools. Our PBIS implementation will focus on creating and sustaining a positive school campus environment conducive to positive student achievement and attendance. PBIS program goals include decreasing suspension rates and increasing attendance rates at all schools. We will collaborate with our Tri-County Professional Learning Network to implement known best practices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	\$20,000.00	\$25,000.00
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies MGMT/\$ 0420  OBJ. CODE 4XXX 5XXX	4000-4999: Books And Supplies MGMT/\$ 0420  OBJ. CODE 4XXX 5XXX	4000-4999: Books And Supplies MGMT/\$ 0420/\$25,000.00  OBJ: 4XXX, 5XXX *PBIS implementation expenditures are at the discretion of the school sites.

Amount			\$5,000.00
Source			LCFF
Budget Reference			4000-4999: Books And Supplies MGMT/\$ 220X,238X,225X,235X,245X/\$5,000.00

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

(2) SBCSS will ensure that all parents have timely access to all school and district advisory/input committees utilizing various methods of communication (paper notices home, phone calls via Black Board

### 2018-19 Actions/Services

(2) SBCSS will ensure that all parents have timely access to all school and district advisory/input committees utilizing various methods of communication (paper notices home, phone calls via Black Board

### 2019-20 Actions/Services

(2) SBCSS will ensure that all parents have timely access to all school and district advisory/input committees utilizing various methods of communication (paper notices home, phone calls and personal

Connect, and personal emails from administrators and teachers). In addition, all SBCSS Alternative Education program schools will provide at least two (Open House, and Back to School Night) opportunities for parents to freely interact (and inquire) with school staff, teachers, and administrators at their respective sites regarding school functions, programs, and student achievement.

Connect, and personal emails from administrators and teachers). In addition, all SBCSS Alternative Education program schools will provide at least two (Open House, and Back to School Night) opportunities for parents to freely interact (and inquire) with school staff, teachers, and administrators at their respective sites regarding school functions, programs, and student achievement.

emails from administrators and teachers). In addition, all SBCSS Alternative Education program schools will provide at least two (Open House, and Back to School Night) opportunities for parents to freely interact (and inquire) with school staff, teachers, and administrators at their respective sites regarding school functions, programs, and student achievement.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000.00	\$4,000.00	\$4,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT:        OBJ: 2200            5711 2250            5950 2350 2450 2380	5000-5999: Services And Other Operating Expenditures MGMT:        OBJ: 2200            5711 2250            5950 2350 2450 2380	5000-5999: Services And Other Operating Expenditures MGMT:        OBJ: 2200            5711 2250            5950 2350 2450 2380

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

(3) At the beginning of each semester, parents of students enrolled in SBCSS Alternative Education Programs will be requested to complete a survey inquiring about their desires for their students' academic, social, behavioral and occupational goals. The survey will allow parents to identify additional services that they feel are needed.

**2018-19 Actions/Services**

(3) At the beginning of each semester, parents of students enrolled in SBCSS Alternative Education Programs will be requested to complete a survey inquiring about their desires for their students' academic, social, behavioral and occupational goals. The survey will allow parents to identify additional services that they feel are needed.

**2019-20 Actions/Services**

(3) At the beginning of each semester, parents of students enrolled in SBCSS Alternative Education Programs will be requested to complete a survey inquiring about their desires for their students' academic, social, behavioral and occupational goals. The survey will allow parents to identify additional services that they feel are needed.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,300.00	\$12,300.00	\$250.00
Source	LCFF	LCFF	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries MGMT'S 2250 2350 2450 225M	1000-1999: Certificated Personnel Salaries MGMT'S 2250 2350 2450 225M	5000-5999: Services And Other Operating Expenditures MGMT/\$ 0420/\$250.00 OBJ: 5XXX

	0420	0420	
	OBJ: 1XXX,3XXX,5XXX	OBJ: 1XXX,3XXX,5XXX	
Amount			\$250.00
Source			LCFF
Budget Reference			5000-5999: Services And Other Operating Expenditures MGMT/\$ 220X,238X,225X,235X,245X/\$250.00

#### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(4) SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives (as appropriate). These learning experiences might include culminating lessons at museums, service learning, performing arts centers, local businesses, community colleges and universities, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies (for example Mentoring the 100 way) to bring educational and culturally enriching experiences to our diverse student population. Partnerships could include guest speakers, culturally empowering curriculum, mentoring, and tutoring.

(4) SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives (as appropriate). These learning experiences might include culminating lessons at museums, service learning, performing arts centers, local businesses, community colleges and universities, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies (for example Mentoring the 100 way) to bring educational and culturally enriching experiences to our diverse student population. Partnerships could include guest speakers, culturally empowering curriculum, mentoring, and tutoring.

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### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000.00	\$40,000.00	\$24,225.00
Source	Other	Other	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT 2200/ OBJ: 5819 2250/ 5810 2350/ 5812 2450/ 2380/ 0420 *Discretion of school site budget/Title I	5000-5999: Services And Other Operating Expenditures MGMT 2200/ OBJ: 5819 2250/ 5810 2350/ 5812 2450/ 2380/ 0420 *Discretion of school site budget/Title I	5000-5999: Services And Other Operating Expenditures MGMT 2200/ OBJ: 5819 2250/ 5810 2350/ 5812 2450/  *Additional Title I funds from school sites may be used at the discretion of the corresponding School Site Council for ALE implementation.

## Action 5

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School -  
36103630107466, Juvenile Court School -  
36103633630431

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

(5) SBCSS will continue to employ a Guidance Counselor/Registrar in order to assist students transitioning into and out of JCS programs. Transition Specialist and Registrar will coordinate with neighboring districts and community service providers to ensure a timely and smooth transition process. Facilitation of the transition process will result in a decreased drop-out rate. Transition Specialist will also work in cooperation with public agencies and parents to increase student attendance rates. Registrar will work with local districts on the matriculation of credits.

### 2018-19 Actions/Services

(5) SBCSS will continue to employ a Guidance Counselor/Registrar in order to assist students transitioning into and out of JCS programs. Transition Specialist and Registrar will coordinate with neighboring districts and community service providers to ensure a timely and smooth transition process. Facilitation of the transition process will result in a decreased drop-out rate. Transition Specialist will also work in cooperation with public agencies and parents to increase student attendance rates. Registrar will work with local districts on the matriculation of credits.

### 2019-20 Actions/Services

(5) SBCSS will continue to employ a Guidance Counselor/Registrar in order to assist students transitioning into and out of JCS programs. Transition Specialist and Registrar will coordinate with neighboring districts and community service providers to ensure a timely and smooth transition process. Facilitation of the transition process will result in a decreased drop-out rate. Transition Specialist will also work in cooperation with public agencies and parents to increase student attendance rates. Registrar will work with local districts on the matriculation of credits.

Updated staff trainings will be provided at the beginning of each semester. Students (grades 11& 12) will have their transcripts evaluated within 1 month of enrollment to determine eligibility under AB216.

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Updated staff trainings will be provided at the beginning of each semester. Students (grades 11& 12) will have their transcripts evaluated within 1 month of enrollment to determine eligibility under AB216.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$107,196.00
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Costs contained in Goal1, Action #4	2000-2999: Classified Personnel Salaries Costs contained in Goal 1, Action #4	2000-2999: Classified Personnel Salaries MGMT/\$ 220X / \$42,879.00 225X, 235X, 245X / \$64,317.00
Amount			\$124,973.00
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries MGMT/\$ 0419/\$124,973.00

**Action 6**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

(6) (a) To improve truancy, SBCSS staff will be retrained on the SARB process using the truancy letters available in PROMIS. Staff will be trained in the SARB process and provided with a copy of the California State SARB Handbook. (b) During the 2017-18 school year, County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate).(c) To improve Absenteeism, an "Absenteeism/Truancy" Report will be forwarded to all school sites weekly. The principals, teachers, clinicians and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student records in our Student Information System (SIS) with the interventions used to improve student attendance. (d) The

**2018-19 Actions/Services**

(6) (a) To improve truancy, SBCSS staff will be retrained on the SARB process using the truancy letters available in PROMIS. Staff will be trained in the SARB process and provided with a copy of the California State SARB Handbook. (b) County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate).(c) To improve Absenteeism, an "Absenteeism/Truancy" Report will be forwarded to all school sites weekly. The principals, teachers, clinicians and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student records in our Student Information System (SIS) with the interventions used to improve student attendance. (d) The SBCSS Central Office will take an

**2019-20 Actions/Services**

(6) (a) To improve truancy, SBCSS staff will be retrained on the SARB process using the truancy letters available in PROMIS. Staff will be trained in the SARB process and provided with a copy of the California State SARB Handbook. (b) County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate).(c) To improve Absenteeism, an "Absenteeism/Truancy" Report will be forwarded to all school sites weekly. The principals, teachers, clinicians and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student records in our Student Information System (SIS) with the interventions used to improve student attendance.

SBCSS Central Office will take an Absenteeism/Attendance/Truancy “Snapshot” from our SIS data to set measurable outcomes for the district and individual school sites. Snapshot data will be forwarded to all school administrators to facilitate effective school site interventions, and or referral to the SARB board of the student’s district of residence. During the “Snapshot”, data regarding truant students and the number of truancy letters sent out within our SIS will be shared with all school staff and SBCSS leadership to monitor progress.

Absenteeism/Attendance/Truancy “Snapshot” from our SIS data to set measurable outcomes for the district and individual school sites. Snapshot data will be forwarded to all school administrators to facilitate effective school site interventions, and or referral to the SARB board of the student’s district of residence. During the “Snapshot”, data regarding truant students and the number of truancy letters sent out within our SIS will be shared with all school staff and SBCSS leadership to monitor progress.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000.00	\$20,000.00	\$20,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT 2200/                   OBJ: 5XXX 2250/ 2350/ 2450/ 2380/	5000-5999: Services And Other Operating Expenditures MGMT 2200/                   OBJ: 5XXX 2250/ 2350/ 2450/ 2380/	2000-2999: Classified Personnel Salaries MGMT 2200/ 2250/ 2350/ 2450/ 2380/ Systems Support Specialist

**Action 7**

Students with Disabilities	All Schools Specific Schools: Community School -36103630107466, Juvenile Court School - 36103633630431
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**OR**

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

	New Action	Unchanged Action
	<p>7a. SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. 7b. SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). 7c. SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD.</p>	<p>7a. SBCSS will actively monitor and ensure that the minutes of services all SWD enrolled in county schools (Alternative Education Programs) are mandated to receive per their Individualized Education Plan (IEP) are being met. 7b. SBCSS will actively monitor and ensure that all SWD are not experiencing inequitable and or exclusionary disciplinary policies (i.e., suspensions). 7c. SBCSS will provide Professional Development (PD) and on-going support to district staff regarding all pertinent issues involving SWD.</p>

**Budgeted Expenditures**

Amount		\$10,000.00	\$10,000.00
Source		Title I	Title I
Budget Reference		<p>1000-1999: Certificated Personnel Salaries  MGMT  0420</p> <p>OBJ: 1XXX  2XXX  3XXX  4XXX  5XXX</p>	<p>1000-1999: Certificated Personnel Salaries  MGMT  0420</p> <p>OBJ: 1XXX  2XXX  3XXX  4XXX  5XXX</p>

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

**Pupil Outcomes:** In the 21st century, students will need to acquire a deeper conceptual and practical knowledge of multiple content areas in order to be sufficiently prepared for today's entry-level careers, freshman-level college courses, and workforce training programs. To achieve this, SBCSS will focus on integrating Professional Development that supports CCSS learning/instruction, expanded course offerings, and technology. In addition, SBCSS acknowledges that the "Cradle to Career" continuum includes personal and social readiness skills vital for all students' success.

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To increase student achievement scores, to provide counseling staff to meet the needs of individual counseling, group counseling and family counseling, to increase student achievement by providing greater access and proficiency with current technology, to provide access to CTE/ROP courses.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		All Actions/Services are principally directed to	All Actions/Services are principally directed to	All Actions/Services are principally directed to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(1) Grade Equivalency (G.E.) growth on STAR assessment State Priority 4 – Local Measure</p>	<p>(1) 50 LT EL students showed 0.26 GE in ELA and 0.37 GE in math gains.</p>	<p>improve/increase services to the 93% unduplicated student population.</p>	<p>improve/increase services to the 93% unduplicated student population.</p>	<p>improve/increase services to the 93% unduplicated student population.</p>
<p>(2) Number of Mental Health "sessions" provided to students State Priority 5A &amp; 6C</p>	<p>(2) 7,857 Individual Support counseling sessions, 81% overall satisfaction rate</p>	<p>(1a) 40% of students, including English Learners after 90 days of continuous enrollment will demonstrate a .25 grade-level growth as measured by local assessment measures (STAR Renaissance Learning) in ELA and Math. (1b) All SBCSS teachers will have at least one “active” account of an SBCSS adopted instructional technology platform showing consistent usage (at least once per week).</p> <p>(2a) During the 2016-17 school year, the SBCSS Counseling Center provided 7,857 Individual Support Sessions (Assessment, Individual, Crisis, Linkage and Consultation). Our EAMO for the 2017-18 school year is to provide/maintain a</p>	<p>(1a) 40% of students, including English Learners after 90 days of continuous enrollment will demonstrate a .25 grade-level growth as measured by local assessment measures (STAR Renaissance Learning) in ELA and Math. (1b) All SBCSS teachers will have at least one “active” account of an SBCSS adopted instructional technology platform showing consistent usage (at least once per week).</p> <p>(2a) maintain the same level of services proportionally based on student enrollment and counselor FTE.</p>	<p>(1a) 40% of students, including English Learners after 90 days of continuous enrollment will demonstrate a .25 grade-level growth as measured by local assessment measures (STAR Renaissance Learning) in ELA and Math. (1b) All SBCSS teachers will have at least one “active” account of an SBCSS adopted instructional technology platform showing consistent usage (at least once per week).</p> <p>(1c) COMMUNITY SCHOOL SBAC ELA - ORANGE, 125.5 points below standard (N = 102). Goal = Increase by at least 3 points from prior year (Grades 3-8 &amp; 11)</p> <p>(1d) COMMUNITY SCHOOL SBAC MATH - RED, 214.2 points</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(3) SBAC/CAA student completion rate &amp; SBAC Bootcamp for students State Priority 4A</p> <p>(4) Enrollment and credit acquisition in CTE/Vocational Education classes State Priorities, 4C,7A &amp; 8</p>	<p>(3) 2015-16 SBAC completion rate for AE programs.</p> <p>(4) (a) 655 Vocational credits earned, 96 students enrolled in vocational education courses, (b) Baseline to be determined during the 2017-18 school year.</p>	<p>proportional level of services based on counselor FTE's &amp; unduplicated student enrollment counts [7/1/2016-3/31/2017].</p> <p>(2b) During the 2016-17 school year, 81.0% (N=101) of clients reported an overall satisfaction with the combined level of services they received from the SBCSS Clinical Counseling Center. Our EAMO for the 2017-18 school year is to maintain the high level of student-centered services provided, and have no less than 80% of students report that they are overall satisfied with the services they received.</p> <p>(3) All SBCSS teachers will have at least 90% of their students complete the SBAC summative assessment.</p>	<p>(3a) All SBCSS teachers will have at least 95% of their students complete the SBAC summative assessment, (3b) SBCSS Curriculum Team will develop an SBAC/CAA "Bootcamp" curriculum to improve student achievement on standardized assessments.</p> <p>(4a) Students will be exposed to a broad course of study (as described in EC section 51210 and 51220 (a) - (i), and increase credits earned in Vocational Education courses by 10% over the 2017-18 school year. Our</p>	<p>below standard (N =102). Goal = Increase by at least 3 points from prior year (Grades 3-8 &amp; 11)</p> <p>(2a) maintain the same level of services proportionally based on student enrollment and counselor FTE.</p> <p>(3a) All SBCSS teachers will have at least 95% of their students complete the SBAC summative assessment, (3b) SBCSS Curriculum Team will develop an</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>(4a) Students will be exposed to a broad course of study (as described in EC section 51210 and 51220 (a) - (i), and increase credits earned in Vocational Education courses by 10% over the 2016-17 school year. During 2016-17 school year, 655 Vocational Education Credits were earned (07/01/2016 – 03/31/2017). The 2017-18 goal is to have 720.5 Vocational Education Credits earned. During the 2016-17 school year, we had 96 students enrolled in Vocational Education courses. Our enrollment goal for 2017-18 is to have 100 students enrolled in Vocational Education courses. (4b) During the 2016-17 school year, our goal is to have 100% of Long-Term students (enrolled in Vocational Education courses) take an online career inventory and assessment to expose them to possible</p>	<p>enrollment goal will be 10% over the prior year. (4b) During the 2018-19 school year, our goal is to have 100% of Long-Term students (enrolled in Vocational Education courses) take an online career inventory and assessment to expose them to possible colleges and careers of interest.</p>	<p>SBAC/CAA "Bootcamp" curriculum to improve student achievement on standardized assessments and provide Professional Development to General and Special Education teachers.</p> <p>(4a) Students will be exposed to a broad course of study (as described in EC section 51210 and 51220 (a) - (i), and increase credits earned in Vocational Education courses by 10% over the prior year. The 2019-20 EAMO will be to have at least 100 students earning 500 credits (4b) COMMUNITY SCHOOL CCI - RED -The 2019-20 EAMO will be to have at least 9.0% or more of students "approaching prepared" as measured by the CA Dashboard CCI (4c) During the 2019-20 school year, our goal is to have 100% of Long-Term students (enrolled in Vocational Education courses) take an online</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		colleges and careers of interest.		career inventory and assessment to expose them to possible colleges and careers of interest.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
 Specific Schools: Community School -36103630107466,  
 Juvenile Court School - 36103633630431

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

(1a, 1b) To assist all students (including English Learners) in acquiring a deeper

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

(1a, 1b) To assist all students (including English Learners) in acquiring a deeper

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(1a, 1b) To assist all students (including English Learners) in acquiring a deeper

conceptual understanding of the fundamental skills and concepts that they are required to learn (as outlined by the Common Core State Standards: CCSS), SBCSS will provide all core-curriculum classrooms with instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students. Teachers will be expected to maintain the appropriate documentation to ensure that high-quality instruction is occurring within SBCSS classrooms for all students. (1c) SBCSS will ensure that 100% of students and their teachers have access to web-based instructional resources that have the potential to increase student awareness and understanding of English Language Arts and Mathematics standards (as outlined by the Common Core State Standards: CCSS).

conceptual understanding of the fundamental skills and concepts that they are required to learn (as outlined by the Common Core State Standards: CCSS), SBCSS will provide all core-curriculum classrooms with instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students. Teachers will be expected to maintain the appropriate documentation to ensure that high-quality instruction is occurring within SBCSS classrooms for all students. (1c) SBCSS will ensure that 100% of students and their teachers have access to web-based instructional resources that have the potential to increase student awareness and understanding of English Language Arts and Mathematics standards (as outlined by the Common Core State Standards: CCSS).

conceptual understanding of the fundamental skills and concepts that they are required to learn (as outlined by the Common Core State Standards: CCSS), SBCSS will provide all core-curriculum classrooms with instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students. Teachers will be expected to maintain the appropriate documentation to ensure that high-quality instruction is occurring within SBCSS classrooms for all students. (1c) SBCSS will ensure that 100% of students and their teachers have access to web-based instructional resources that have the potential to increase student awareness and understanding of English Language Arts and Mathematics standards (as outlined by the Common Core State Standards: CCSS).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	\$10,000.00
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures MGMT'S 2250           OBJ: 2XXX 2350            5XXX 2450 225M 0420	5000-5999: Services And Other Operating Expenditures MGMT'S 2250           OBJ: 2XXX 2350            5XXX 2450 225M 0420	5000-5999: Services And Other Operating Expenditures MGMT'S 2200 2250           OBJ: 5xxx 2350 2450 0420
Amount		\$141,353.00	\$150,000.00
Source		Title I	Title I
Budget Reference		4000-4999: Books And Supplies MGMT 0420 *(AE schools receive a prorated allocation based on student population enrollment and not the entire district-wide school allocation. Special Education programs are covered under their District of Residence's LCAP) School Sites 301,302,303,304,324	4000-4999: Books And Supplies MGMT 0420 *(AE schools receive a prorated allocation based on student population enrollment and not the entire district-wide school allocation. Special Education programs are covered under their District of Residence's LCAP) School Sites 301,302,303,304,324
Amount		\$158,092.00	
Source		Other	
Budget Reference		4000-4999: Books And Supplies 206(d) Alternative Education Restricted Lottery	

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2. SBCSS Counseling Center will continue to offer the individual, group, and family counseling to all eligible students. They will continue to offer drug and alcohol counseling, and anger management classes to meet student needs. Family counseling will be provided on as requested basis. Counselors will participate in the implementation of a Positive Behavior Intervention and Supports (PBIS) in our Community Schools and Juvenile Halls.

2018-19 Actions/Services

2. SBCSS Counseling Center will continue to offer the individual, group, and family counseling to all eligible students. They will continue to offer drug and alcohol counseling, and anger management classes to meet student needs. Family counseling will be provided on as requested basis. Counselors will participate in the implementation of a Positive Behavior Intervention and Supports (PBIS) in our Community Schools and Juvenile Halls.

2019-20 Actions/Services

2. SBCSS Counseling Center will continue to offer the individual, group, and family counseling to all eligible students. They will continue to offer drug and alcohol counseling, and anger management classes to meet student needs. Family counseling will be provided on as requested basis. Counselors will participate in the implementation of a Positive Behavior Intervention and Supports (PBIS) in our Community Schools and Juvenile Halls.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$286,000.00	\$286,000.00	\$2,714,135.00
Source	LCFF	LCFF	LCFF. DBH, Title I, Title IV
Budget Reference	2000-2999: Classified Personnel Salaries MGMT/\$ 2200/\$60,000.00 2250/\$60,000.00 2350/\$60,000.00 2380/\$60,000.00 2450/\$60,000.00 OBJ. CODE 2XXX 3XXX	2000-2999: Classified Personnel Salaries MGMT/\$ 2200/\$60,000.00 2250/\$60,000.00 2350/\$60,000.00 2380/\$60,000.00 2450/\$60,000.00 OBJ. CODE 2XXX 3XXX	2000-2999: Classified Personnel Salaries MGMT/\$ 017A - Title IV/ \$146,055.00 017A - Beh. Health SPED/ \$185,000.00 017A Beh. Health/ \$1,600,000.00 017A - Beh. Health Cont. Flex / \$321,254.00 017A - Beh. Health Misc. Income / \$300.00 0420 Title I Pt. A / \$126,526.00 (LCFF) 2200 / \$67,000.00 (LCFF) 2250 / \$67,000.00 (LCFF) 2350 / \$67,000.00 (LCFF) 2450 / \$67,000.00 (LCFF) 2380 / \$67,000.00 OBJ. CODE 2XXX 3XXX
Amount		\$23,243.00	
Source		Other	
Budget Reference		2000-2999: Classified Personnel Salaries MGMT/\$ Medi-Cal Administrative Activities (MAA) Mgmt (0416)/\$23,243.00 OBJ. CODE 2XXX 3XXX	

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

Schoolwide

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

(3.) SBCSS will implement Professional Development practices and supports in order to ensure that students benefit from a highly-qualified teaching staff, competent with cutting-edge technology, instructional practices, and Common Core State Standards (CCSS). Teachers will have the opportunity to attend two full-days of staff development that will focus on CCSS. During the course of the school year, an Instructional Technology coach will provide on-going staff development in the areas of instructional delivery, best practices, technology integration with the

#### 2018-19 Actions/Services

(3.) SBCSS will implement Professional Development practices and supports in order to ensure that students benefit from a highly-qualified teaching staff, competent with cutting-edge technology, instructional practices, and Common Core State Standards (CCSS). Teachers will have the opportunity to attend two full-days of staff development that will focus on CCSS. During the course of the school year, an Instructional Technology coach will provide on-going staff development in the areas of instructional delivery, best practices, technology integration with the

#### 2019-20 Actions/Services

(3.) SBCSS will implement Professional Development practices and supports in order to ensure that students benefit from a highly-qualified teaching staff, competent with cutting-edge technology, instructional practices, and Common Core State Standards (CCSS). Teachers will have the opportunity to attend staff development that will focus on CCSS. During the course of the school year, an Instructional Technology coach will provide on-going staff development in the areas of instructional delivery, best practices, technology integration with the

implementation of standards-aligned instructional materials and assessments.

implementation of standards-aligned instructional materials and assessments.

implementation of standards-aligned instructional materials and assessments.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$10,000.00	\$5,000.00
Source	LCFF	LCFF	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Cost included in Goal 1, Action #3	1000-1999: Certificated Personnel Salaries Cost included in Goal 1, Action #3	5000-5999: Services And Other Operating Expenditures MGMT / \$ 0420 / \$5000.00 OBJ: 5XXX
Amount	\$5,000.00	\$5,000.00	\$5,000.00
Source	Title I	Title I	LCFF
Budget Reference	MGMT/\$ 0420/\$5,000.00 OBJ.CODE 5XXX	MGMT/\$ 0420/\$5,000.00 OBJ.CODE 5XXX	5800: Professional/Consulting Services And Operating Expenditures MGMT/\$ 220X, 238X,225X, 235X, 245X/\$5,000.00 OBJ: 5XXX

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Community School - 36103630107466, Juvenile Court School - 36103633630431

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

(4a) SBCSS Alternative Education students will have the opportunity to enroll in vocational preparation classes both on campus and off campus. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate) These classes are intended to increase students' awareness of career pathways, and increase their college and career readiness skills. (4b) Students enrolled in Vocational Education courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.

**2018-19 Actions/Services**

(4a) SBCSS Alternative Education students will have the opportunity to enroll in vocational preparation classes both on campus and off campus. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate) These classes are intended to increase students' awareness of career pathways, and increase their college and career readiness skills. (4b) Students enrolled in Vocational Education courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.

**2019-20 Actions/Services**

(4a) SBCSS Alternative Education students will have the opportunity to enroll in vocational preparation classes both on campus and off campus. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate) These classes are intended to increase students' awareness of career pathways, and increase their college and career readiness skills. (4b) Students enrolled in Vocational Education courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$84,494.00	\$84,494.00	\$25,000.00
Source	Other	Other	Other

Budget Reference	1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education MGMT/\$-0515 OBJ: 1XXX 3XXX	1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education MGMT/\$-0515 OBJ: 1XXX 3XXX	1000-1999: Certificated Personnel Salaries CTEIG OBJ: 1XXX, 3XXX
Amount	\$114,279.00	\$114,279.00	\$247,889.00
Source	Other	Other	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries College Readiness Block Grant MGMT/\$ -2272 OBJ: 1XXX 3XXX	1000-1999: Certificated Personnel Salaries College Readiness Block Grant MGMT/\$ -2272 OBJ: 1XXX 3XXX	1000-1999: Certificated Personnel Salaries Title I (D) MGMT/\$ 0419 / \$247,889.00 OBJ: 1XXX, 3XXX
Amount	\$10,000.00	\$10,000.00	\$107,260.00
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries MGMT's 2250 2350 2450 225M OBJ: 1XXX 3XXX	1000-1999: Certificated Personnel Salaries MGMT's 2250 2350 2450 225M OBJ: 1XXX 3XXX	1000-1999: Certificated Personnel Salaries MGMT / \$ 220X / \$51,286.00 225X, 235X, 245X / \$55,974.00 OBJ: 1XXX, 3XXX

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Expelled Youth: SBCSS will continue to meet monthly with the Child Welfare and Attendance representatives from the local districts to ensure that expelled students receive immediate enrollment, have access to all courses needed to continue their matriculation towards graduation and to transition back to their home districts.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

### Identified Need:

To have increased participation in CWA meetings, to disseminate information more efficiently introduced/reviewed at county-wide CWA meetings, to have accurate student information transferred to receiving district.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Verification of CWA information dissemination (percentage of districts receiving info.) (Priority 9)	(1) 26 out of 33 districts participated in County CWA meetings  (2a,b) The results from the Expulsion Tracking	(1) During the 2017-18 school year, the County CWA office will ensure that 100% of all SB County school districts' CWA's will receive information and materials shared at the monthly meetings (including, but not limited to agendas,	(1) During the 2018-19 school year, the County CWA office will ensure that 100% of all SB County school districts' CWA's will receive information and materials shared at the monthly meetings (including, but not limited to agendas,	(1) During the 2019-20 school year, the County CWA office will ensure that 100% of all SB County school districts' CWA's will receive information and materials shared at the monthly meetings (including, but not limited to agendas,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Tool were shared at monthly County CWA meetings.</p>	<p>minutes and legislative updates).</p> <p>(2a) During the 2017-18 school year, the CWA will utilize the Expulsion Tracking Tool to determine and follow up on expelled youth. The CWA office will verify the successful transition (or lack thereof) of 100% of students identified by the Expulsion Tracking Tool. (2b) The CWA office will verify timely enrollments by expelled students by tracking successful/unsuccessful student enrollments within 5 student attendance days. That data will be shared at monthly CWA meetings.</p>	<p>minutes and legislative updates).</p> <p>(2a) During the 2018-19 school year, the CWA will utilize the Expulsion Tracking Tool to determine and follow up on expelled youth. The CWA office will verify the successful transition (or lack thereof) of 100% of students identified by the Expulsion Tracking Tool. (2b) The CWA office will verify timely enrollments by expelled students by tracking successful/unsuccessful student enrollments within 5 student attendance days. That data will be shared at monthly CWA meetings.</p>	<p>minutes and legislative updates).</p> <p>(2a) During the 2019-20 school year, the CWA will utilize the Expulsion Tracking Tool to determine and follow up on expelled youth. The CWA office will verify the successful transition (or lack thereof) of 100% of students identified by the Expulsion Tracking Tool. (2b) The CWA office will verify timely enrollments by expelled students by tracking successful/unsuccessful student enrollments within 5 student attendance days. That data will be shared at monthly CWA meetings. (2c) The CWA will pilot the Pupil Student Attendance Review Board Report (PSR) during the school year as an additional vehicle to promote school attendance.</p>

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Expelled Youth (EY)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

(1) SBCSS Child Welfare and Attendance (CWA) Office will increase district participation in CWA meetings through use of online participation. Increased participation will be achieved by increasing the access to agenda, materials, and minutes from monthly CWA regional meetings for all stakeholders (by posting all information on our SBCSS website and or through email transmission).

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

(1) SBCSS Child Welfare and Attendance (CWA) Office will increase district participation in CWA meetings through use of online participation. Increased participation will be achieved by increasing the access to agenda, materials, and minutes from monthly CWA regional meetings for all stakeholders (by posting all information on our SBCSS website and or through email transmission).

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

(1) SBCSS Child Welfare and Attendance (CWA) Office will increase district participation in CWA meetings through use of online participation. Increased participation will be achieved by increasing the access to agenda, materials, and minutes from monthly CWA regional meetings for all stakeholders (by posting all information on our SBCSS website and or through email transmission).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$295,195.00	\$358,252.00	\$384,187.00
Source	Other	Other	Other Local Revenue
Budget Reference	2000-2999: Classified Personnel Salaries Child Welfare and Attendance MGMT 4010 OBJ. CODES 2XXX 3XXX	2000-2999: Classified Personnel Salaries Child Welfare and Attendance MGMT 4010 OBJ. CODES 2XXX 3XXX	2000-2999: Classified Personnel Salaries Child Welfare and Attendance MGMT 4010 OBJ. CODES 2XXX 3XXX

**Action 2**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups) Specific Student Groups: Expelled Youth (EY)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools
--	--

**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18 Unchanged Action	Select from New, Modified, or Unchanged for 2018-19 Unchanged Action	Select from New, Modified, or Unchanged for 2019-20 Modified Action Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(2) SBCSS Child Welfare and Attendance (CWA) Office will ensure that EY are successfully transitioning into their next educational placement after expulsion to prevent at-risk students from dropping out of high school.

(2) SBCSS Child Welfare and Attendance (CWA) Office will ensure that EY are successfully transitioning into their next educational placement after expulsion to prevent at-risk students from dropping out of high school.

(2a) SBCSS Child Welfare and Attendance (CWA) Office will ensure that EY are successfully transitioning into their next educational placement after expulsion to prevent at-risk students from dropping out of high school through the use of the PER. (2b) In addition, the CWA will pilot an additional tracking tool, the Pupil School Attendance Review Board Report (PSR)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$0.00	\$0.00
Source	LCFF	Other	Other Local Revenue
Budget Reference	2000-2999: Classified Personnel Salaries Includes classified salaries & benefits in all AE programs:  MGMT's 2200 2350 2450 OBJ: 2XXX 3XXX	2000-2999: Classified Personnel Salaries Child Welfare and Attendance (Costs Contained in Goal 4, Action/Service #1) MGMT 4010 OBJ. CODES 2XXX 3XXX	2000-2999: Classified Personnel Salaries Child Welfare and Attendance (Costs Contained in Goal 4, Action/Service #1) MGMT 4010 OBJ. CODES 2XXX 3XXX

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 5

Foster Youth: The educational outcomes of Foster Youth (FY) will mirror that of the general student population. Transferring FY will be promptly enrolled in the appropriate classes and transferring youth will be given awarded credit for all work completed including partial credits. The COE and all participating districts will increase the coordination of their programs and services to better meet the needs of FY across the county. Students in county-run Alternative Education programs will be identified as FY in a timely manner and will receive the services they are eligible for. Metrics for FY will be disaggregated by subgroup.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

### Identified Need:

1. Foster Youth (FY) suffer from an educational achievement gap. 2. Transferring FY experience delays in enrollment, delayed assignment to appropriate classes and do not receive appropriate credits. 3. To increase coordination between district FY liaisons. 4. To accurately identify FY during enrollment process

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of trainings provided State Priority 10	(1a) 46 trainings were provided.	(1a) During 2017-18 school year, the FYSCP will continue to conduct trainings that focus on the most important issues/challenges impacting the lives of FY.	(1a) During 2018-19 school year, the FYSCP will continue to conduct trainings that focus on the most important issues/challenges impacting the lives of FY.	(1a) During 2019-20 school year, the FYSCP will continue to conduct trainings that focus on the most important issues/challenges impacting the lives of FY.
Number of FCAC meetings provided State Priority 10A,B	(1b) During 2016-17, monthly Foster Care			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Number of trainings provided State Priority 10A,B</p>	<p>Advisory Council meetings were conducted with stakeholders.</p> <p>(2a) 46 trainings were provided.</p>	<p>(1b) During 2017-18, the FYSCP will continue to co-facilitate the monthly Foster Care Advisory Council meetings. The Advisory meetings provides a forum to discuss delivery and coordination of services to foster youth to minimize disruptive changes in school placement.</p>	<p>(1b) During 2018-19, the FYSCP will continue to co-facilitate the monthly Foster Care Advisory Council meetings. The Advisory meetings provides a forum to discuss delivery and coordination of services to foster youth to minimize disruptive changes in school placement.</p>	<p>(1b) During 2019-20, the FYSCP will continue to co-facilitate the monthly Foster Care Advisory Council meetings. The Advisory meetings provides a forum to discuss delivery and coordination of services to foster youth to minimize disruptive changes in school placement.</p>
<p>Number of trainings provided State Priority 10C,D</p>	<p>(2b) Baseline will be established during 2017-18.</p>	<p>(2a) During the 2017-18 school year, the FYSCP will conduct 30 trainings. School district FY Liaisons are expected to attend at least two of these trainings if they represent a district with 15 or more FY enrollment.</p>	<p>(2a) During the 2018-19 school year, the FYSCP will conduct 31 trainings. School district FY Liaisons are expected to attend at least two of these trainings if they represent a district with 15 or more FY enrollment.</p>	<p>(2a) During the 2019-20 school year, the FYSCP will conduct 32 trainings. School district FY Liaisons are expected to attend at least two of these trainings if they represent a district with 15 or more FY enrollment.</p>
<p>Ensuring LEA's receive accurate FY data State Priority 10</p>	<p>(2c) Baseline will be established during 2017-18.</p>	<p>(2b) During 2017-18, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and</p>	<p>(2b) During 2018-19, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and</p>	<p>(2b) During 2019-20, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and</p>
<p>Host a county-wide FY summit State Priority 10</p>	<p>(2c) Baseline will be established during 2017-18.</p>	<p>(2b) During 2017-18, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and</p>	<p>(2b) During 2018-19, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and</p>	<p>(2b) During 2019-20, the FYSCP staff will ensure that LEAs with foster youth enrollment of 15 or more students receive foster youth data that includes prior school enrollment, social worker, caregiver and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Provide FY with multiple opportunities to participate in culturally responsive learning events State Priority 10</p>	<p>(2d) Baseline will be established during 2017-18.</p> <p>(3) Baseline will be established during 2017-18.</p>	<p>educational rights holder contact information.</p> <p>(2c) During 2017-18, the FYSCP will partner with Riverside County Office of Education (RCOE) FYSCP to provide a dual county summit with a target audience of 350 LEA foster and homeless liaisons, probation, child welfare, and other agencies.</p> <p>(2d) During 2017-18 FYSCP will provide a youth conference and at least 6 workshops/activities (300 youth) that focus on college and Career Tech preparation.</p> <p>(3) During 2017-18, the FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in multiple culturally responsive activities/events that promote student achievement (including graduation and post-</p>	<p>educational rights holder contact information.</p> <p>(2c) During 2018-19, the FYSCP will partner with Riverside County Office of Education (RCOE) FYSCP to provide a dual county summit with a target audience of 350 LEA foster and homeless liaisons, probation, child welfare, and other agencies.</p> <p>(2d) During 2018-19, the FYSCP will provide a youth conference and at least 6 workshops/activities (300 youth) that focus on college and Career Tech preparation.</p> <p>(3) During 2018-19, the FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in multiple culturally responsive activities/events that promote student achievement (including graduation and post-</p>	<p>educational rights holder contact information.</p> <p>(2c) During 2019-20, the FYSCP will partner with Riverside County Office of Education (RCOE) FYSCP to provide a dual county summit with a target audience of 350 LEA foster and homeless liaisons, probation, child welfare, and other agencies.</p> <p>(2d) During 2019-20, the FYSCP will provide a youth conference and at least 6 workshops/activities (300 youth) that focus on college and Career Tech preparation.</p> <p>(3) During 2019-20, the FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in multiple culturally responsive activities/events that promote student achievement (including graduation and post-</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		secondary opportunities), physical fitness, resiliency and mentorship.	secondary opportunities), physical fitness, resiliency and mentorship.	secondary opportunities), physical fitness, resiliency and mentorship.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth (FY) (County-wide)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

(1) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CalPads,

2018-19 Actions/Services

(1) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CalPads,

2019-20 Actions/Services

(1) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CalPads,

County SIS, Foster Focus). The FYSCP will ensure that SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed.Code 48853.5 & 51225.2).

County SIS, Foster Focus). The FYSCP will ensure that SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed.Code 48853.5 & 51225.2).

County SIS, Foster Focus). The FYSCP will ensure that SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed.Code 48853.5 & 51225.2).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,664,077.00	\$1,846,809.00	\$2,362,661.00
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries FYSCP Res:7366 MGMT 4011 OBJ. CODES 1XXX 2XXX 3XXX 4XXX 5XXX 7XXX  *Projected Grant Allocation	2000-2999: Classified Personnel Salaries FYSCP Res:7366 MGMT 4011 OBJ. CODES 1XXX 2XXX 3XXX 4XXX 5XXX 7XXX  *Projected Grant Allocation	2000-2999: Classified Personnel Salaries FYSCP Res:7366 MGMT 4011 OBJ. CODES 1XXX 2XXX 3XXX 4XXX 5XXX 7XXX  *Projected Grant Allocation

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth (FY) (County-wide)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

(2) The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and that they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives & Foster Youth Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5].

2018-19 Actions/Services

(2) The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and that they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives & Foster Youth Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5].

2019-20 Actions/Services

(2) The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and that they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives & Foster Youth Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed.Code 48853.5].

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Budget Reference	Costs contained in Goal 5 Action/Service #1	Costs contained in Goal 5 Action/Service #1	Costs contained in Goal 5 Action/Service #1

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
 Specific Student Groups: Foster Youth (SBCSS County Schools)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

(3) The FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will be available to enrolled AE students as funding permits.

2018-19 Actions/Services

(3) The FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will be available to enrolled AE students as funding permits.

2019-20 Actions/Services

(3) The FYSCP will coordinate with the Alliance for Education to ensure that County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will be available to enrolled AE students as funding permits.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000.00	\$11,000.00	\$12,100.00
Budget Reference	Costs contained in Goal 5 Action/Service #1	Costs contained in Goal 5 Action/Service #1	Costs contained in Goal 5 Action/Service #1

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$4,476,971.00

Percentage to Increase or Improve Services

12.04%

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

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

100% of students at Court Schools and 93% of students at community schools are unduplicated students and therefore, funds are being expended on a school-wide basis in Court and Community Schools. Investments in the following actions and services are based on best practices in juvenile justice education and rooted in a belief and commitment to expanding access (and removing educational barriers) for all learners. SBCSS is focused on providing a relevant and rigorous educational experience that will set the foundation for strong student learning and growth for future success.

The supplemental and concentration grant funding in the 2019-20 LCAP is based upon an 93 percent unduplicated basis for low income, foster youth, and English Learners which totals \$4,476,971.00. [Additional budget detail is included in Attachment A]

## Actions and Services

### 1. Academic & Broad Course of Study/Technology support for unduplicated students

Goal1/Action1: Investment in assessment and curriculum software to help discern the levels of Math and ELA/ELD proficiency of students, English Learners (including Re-designated English Learners/RFEPS) and provide effective interventions to school campuses that serve predominately unduplicated students.

Goal2/Action2: Provide effective means of communication to parents to notify them of important student, school and district information, including dates and times of School Site Council meetings, Parent Advisory Committee meetings, Open-Houses and

Back-to-School nights.

Goal3/Action3: Invest in PD that supports instructional technology for students (including English Learners) that will assist them in accessing the CCSS and ELA/ELD standards and gaining proficiency.

Goal3/Action4: Invest in Vocational Education programs and personnel that will help deliver a broad course of study (as defined in EC 51210 51220(a)-(i)) at campuses serving predominately unduplicated students.

## 2. Personnel support for unduplicated students

Goal1/Action2: Provide additional support to students in classrooms to increase small group instruction, tutoring, and connectedness at school campuses that serve predominately unduplicated students.

Goal1/Action4: Investments in facilities that promote a sense of pride and ownership on behalf of students attending these campuses serving predominately unduplicated students. Investments in on-site law enforcement (SB Probation Dept.) to improve/increase student attendance and decrease discipline behavior issues.

Goal 2/Action5: Provide a Registrar to matriculate student transcripts and support proper student course enrollment. Provide a Transition Specialist to ensure the timely reenrollment of student exiting our Juvenile Detention and Assessment Center (JDAC).

## 3. Program support for unduplicated students

Goal1/Action5: Provide mental health professionals with resources (transportation, clothing, food, shelter) that are directed towards assisting McKinney-Vento eligible students that attend school campuses serving predominately unduplicated students.

Goal1/Action6: Supplemental ELD support for English Learners to gain proficiency through the use of local assessment and instruction in individual and small group settings.

Goal2/Action1: Implementation of PBIS LEA-wide to address issues of attendance, truancy and discipline at school campuses serving predominately unduplicated students.

Goal2/Action3: Provide an effective way for parents to provide input into the operations of their student's school (and LEA), rating services provided and offer suggestions for improvement.

Goal2/Action4: Contracting with outside agencies to provide students with a broad course of study at school campuses serving predominately unduplicated students.

Goal2/Action6: Implement a SARB process that is effective in decreasing student truancy and improving student attendance at campuses serving predominately unduplicated students.

Goal3/Action2: Provide mental health counseling support (individual, family, crisis, linkage) to school campuses serving predominately unduplicated students.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$4,219,219.00

11.32%

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

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

100% of students at court schools and 93% of students at community schools are unduplicated students and therefore, funds are being expended on an LEA-wide basis. Investments in the following actions and services are based on best practices in juvenile justice education and rooted in a belief and commitment to expanding access (and removing educational barriers) for all learners. SBCSS is focused on providing a relevant and rigorous educational experience that will set the foundation for strong student learning and growth for future success.

The supplemental and concentration grant funding in the 2018-19 LCAP is based upon an 93 percent unduplicated basis for low income, foster youth, and English Learners which totals \$4,219,219.00. [Additional budget detail is included in Attachment A]

## Actions and Services

### 1. Academic & Broad Course of Study/Technology support for unduplicated students

Goal1/Action1: Investment in assessment and curriculum software to help discern the levels of Math and ELA/ELD proficiency of students, English Learners (including Re-designated English Learners/RFEPS) and provide effective interventions to school campuses that serve predominately unduplicated students.

Goal2/Action2: Provide effective means of communication to parents to notify them of important student, school and district information, including dates and times of School Site Council meetings, Parent Advisory Committee meetings, Open-Houses and Back-to-School nights.

Goal 3/Action1: Investments in instructional technology to support students (including English Learners) to be able to access the CCSS and ELA/ELD standards and gain proficiency.

Goal3/Action3: Invest in PD that supports instructional technology for students (including English Learners) that will assist them in accessing the CCSS and ELA/ELD standards and gaining proficiency.

Goal3/Action4: Invest in Vocational Education programs and personnel that will help deliver a broad course of study (as defined in EC 51210 51220(a)-(i)) at campuses serving predominately unduplicated students.

### 2. Personnel support for unduplicated students

Goal1/Action2: Provide additional support to students in classrooms to increase small group instruction, tutoring, and connectedness at school campuses that serve predominately unduplicated students.

Goal1/Action3: Investment in appropriately credentialed teachers that have the training, experience and education to effectively deal with at risk students and their unique challenges (attendance, legal issues, substance abuse, mental health issues, poor academic track records).

Goal1/Action4: Investments in facilities that promote a sense of pride and ownership on behalf of students attending these campuses serving predominately unduplicated students. Investments in on-site law enforcement (SB Probation Dept.) to improve/increase student attendance and decrease discipline behavior issues.

Goal 2/Action5: Provide a Registrar to matriculate student transcripts and support proper student course enrollment. Provide a Transition Specialist to ensure the timely reenrollment of student exiting our Juvenile Detention and Assessment Center (JDAC).

### 3. Program support for unduplicated students

Goal1/Action5: Provide mental health professionals with resources (transportation, clothing, food, shelter) that are directed towards assisting McKinney-Vento eligible students that attend school campuses serving predominately unduplicated students.

Goal2/Action1: Implementation of PBIS LEA-wide to address issues of attendance, truancy and discipline at school campuses serving predominately unduplicated students.

Goal2/Action3: Provide an effective way for parents to provide input into the operations of their student's school (and LEA), rating services provided and offer suggestions for improvement.

Goal2/Action4: Contracting with outside agencies to provide students with a broad course of study at school campuses serving predominately unduplicated students.

Goal2/Action6: Implement a SARB process that is effective in decreasing student truancy and improving student attendance at campuses serving predominately unduplicated students.

Goal3/Action2: Provide mental health counseling support (individual, family, crisis, linkage) to school campuses serving predominately unduplicated students.

### LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$4,258,199.00 (Supplem. & Conc.)	\$8,628,560.00 (Base Grant)	10.92%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

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

100% of students at court schools and 93% of students at community schools are unduplicated students and therefore, funds are being expended on an LEA-wide basis. Investments in the following actions and services are based on best practices in juvenile justice education and rooted in a belief and commitment to expanding access (and removing educational barriers) for all learners. SBCSS is focused on providing a relevant and rigorous educational experience that will set the foundation for strong student learning and growth for future success.

The supplemental and concentration grant funding in the 2017-18 LCAP is based upon an 93 percent unduplicated basis for low income, foster youth, and English Learners which totals \$4,258,199.00. [Additional budget detail is included in Attachment A]

## Actions and Services

### 1. Academic & Broad Course of Study/Technology support for unduplicated students

Goal1/Action1: Investment in assessment and curriculum software to help discern the levels of Math and ELA/ELD proficiency of students, English Learners (including Re-designated English Learners/RFEPS) and provide effective interventions to school campuses that serve predominately unduplicated students.

Goal2/Action2: Provide effective means of communication to parents to notify them of important student, school and district information, including dates and times of School Site Council meetings, Parent Advisory Committee meetings, Open-Houses and Back-to-School nights.

Goal 3/Action1: Investments in instructional technology to support students (including English Learners) to be able to access the CCSS and ELA/ELD standards and gain proficiency.

Goal3/Action3: Invest in PD that supports instructional technology for students (including English Learners) that will assist them in accessing the CCSS and ELA/ELD standards and gaining proficiency.

Goal3/Action4: Invest in Vocational Education programs and personnel that will help deliver a broad course of study (as defined in EC 51210 51220(a)-(i)) at campuses serving predominately unduplicated students.

## 2. Personnel support for unduplicated students

Goal1/Action2: Provide additional support to students in classrooms to increase small group instruction, tutoring, and connectedness at school campuses that serve predominately unduplicated students.

Goal1/Action3: Investment in appropriately credentialed teachers that have the training, experience and education to effectively deal with at risk students and their unique challenges (attendance, legal issues, substance abuse, mental health issues, poor academic track records).

Goal1/Action4: Investments in facilities that promote a sense of pride and ownership on behalf of students attending these campuses serving predominately unduplicated students. Investments in on-site law enforcement (SB Probation Dept.) to improve/increase student attendance and decrease discipline behavior issues.

Goal 2/Action5: Provide a Registrar to matriculate student transcripts and support proper student course enrollment. Provide a Transition Specialist to ensure the timely reenrollment of student exiting our Juvenile Detention and Assessment Center (JDAC).

## 3. Program support for unduplicated students

Goal1/Action5: Provide mental health professionals with resources (transportation, clothing, food, shelter) that are directed towards assisting McKinney-Vento eligible students that attend school campuses serving predominately unduplicated students.

Goal2/Action1: Implementation of PBIS LEA-wide to address issues of attendance, truancy and discipline at school campuses serving predominately unduplicated students.

Goal2/Action3: Provide an effective way for parents to provide input into the operations of their student's school (and LEA), rating services provided and offer suggestions for improvement.

Goal2/Action4: Contracting with outside agencies to provide students with a broad course of study at school campuses serving predominately unduplicated students.

Goal2/Action6: Implement a SARB process that is effective in decreasing student truancy and improving student attendance at campuses serving predominately unduplicated students.

Goal3/Action2: Provide mental health counseling support (individual, family, crisis, linkage) to school campuses serving predominately unduplicated students.

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

### **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents,

and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “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).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	17,408,341.00	20,002,870.73	17,098,664.00	17,408,341.00	20,823,330.00	55,330,335.00
	11,000.00	0.00	10,000.00	11,000.00	12,100.00	33,100.00
LCFF	14,055,201.00	13,050,302.00	13,901,635.00	14,055,201.00	13,966,055.00	41,922,891.00
LCFF. DBH, Title I, Title IV	0.00	0.00	0.00	0.00	2,714,135.00	2,714,135.00
Lottery	155,680.00	0.00	75,000.00	155,680.00	0.00	230,680.00
Other	2,625,169.00	5,186,864.95	2,198,045.00	2,625,169.00	2,437,112.00	7,260,326.00
Other Local Revenue	0.00	0.00	0.00	0.00	384,187.00	384,187.00
Title I	561,291.00	1,765,703.78	913,984.00	561,291.00	1,309,741.00	2,785,016.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	17,408,341.00	20,002,870.73	17,098,664.00	17,408,341.00	20,823,330.00	55,330,335.00
	16,000.00	0.00	15,000.00	16,000.00	12,100.00	43,100.00
1000-1999: Certificated Personnel Salaries	9,661,631.00	9,072,876.00	9,184,025.00	9,661,631.00	9,314,979.00	28,160,635.00
2000-2999: Classified Personnel Salaries	6,283,094.00	7,704,811.00	6,823,148.00	6,283,094.00	8,938,759.00	22,045,001.00
4000-4999: Books And Supplies	475,125.00	1,164,276.08	95,000.00	475,125.00	481,176.00	1,051,301.00
5000-5999: Services And Other Operating Expenditures	942,491.00	1,616,123.85	956,491.00	942,491.00	1,836,316.00	3,735,298.00
5800: Professional/Consulting Services And Operating Expenditures	30,000.00	44,783.80	25,000.00	30,000.00	40,000.00	95,000.00
7000-7439: Other Outgo	0.00	400,000.00	0.00	0.00	200,000.00	200,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	17,408,341.00	20,002,870.73	17,098,664.00	17,408,341.00	20,823,330.00	55,330,335.00
		11,000.00	0.00	10,000.00	11,000.00	12,100.00	33,100.00
	Title I	5,000.00	0.00	5,000.00	5,000.00	0.00	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF	9,452,858.00	8,502,336.00	8,985,252.00	9,452,858.00	8,976,292.00	27,414,402.00
1000-1999: Certificated Personnel Salaries	Other	198,773.00	476,550.00	198,773.00	198,773.00	25,000.00	422,546.00
1000-1999: Certificated Personnel Salaries	Title I	10,000.00	93,990.00	0.00	10,000.00	313,687.00	323,687.00
2000-2999: Classified Personnel Salaries	LCFF	3,704,052.00	2,643,629.00	4,018,092.00	3,704,052.00	2,892,521.00	10,614,665.00
2000-2999: Classified Personnel Salaries	LCFF. DBH, Title I, Title IV	0.00	0.00	0.00	0.00	2,714,135.00	2,714,135.00
2000-2999: Classified Personnel Salaries	Other	2,228,304.00	4,598,947.00	1,959,272.00	2,228,304.00	2,412,112.00	6,599,688.00
2000-2999: Classified Personnel Salaries	Other Local Revenue	0.00	0.00	0.00	0.00	384,187.00	384,187.00
2000-2999: Classified Personnel Salaries	Title I	350,738.00	462,235.00	845,784.00	350,738.00	535,804.00	1,732,326.00
4000-4999: Books And Supplies	LCFF	0.00	420,658.00	0.00	0.00	306,176.00	306,176.00
4000-4999: Books And Supplies	Lottery	155,680.00	0.00	75,000.00	155,680.00	0.00	230,680.00
4000-4999: Books And Supplies	Other	158,092.00	111,367.95	0.00	158,092.00	0.00	158,092.00
4000-4999: Books And Supplies	Title I	161,353.00	632,250.13	20,000.00	161,353.00	175,000.00	356,353.00
5000-5999: Services And Other Operating Expenditures	LCFF	898,291.00	1,483,679.00	898,291.00	898,291.00	1,781,066.00	3,577,648.00
5000-5999: Services And Other Operating Expenditures	Other	40,000.00	0.00	40,000.00	40,000.00	0.00	80,000.00
5000-5999: Services And Other Operating Expenditures	Title I	4,200.00	132,444.85	18,200.00	4,200.00	55,250.00	77,650.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	10,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	30,000.00	44,783.80	25,000.00	30,000.00	30,000.00	85,000.00
7000-7439: Other Outgo	Title I	0.00	400,000.00	0.00	0.00	200,000.00	200,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	14,243,519.00	13,633,031.80	14,508,319.00	14,243,519.00	14,479,204.00	43,231,042.00
<b>Goal 2</b>	106,300.00	390,337.37	96,300.00	106,300.00	320,894.00	523,494.00
<b>Goal 3</b>	842,461.00	3,258,588.56	519,773.00	842,461.00	3,264,284.00	4,626,518.00
<b>Goal 4</b>	358,252.00	358,252.00	300,195.00	358,252.00	384,187.00	1,042,634.00
<b>Goal 5</b>	1,857,809.00	2,362,661.00	1,674,077.00	1,857,809.00	2,374,761.00	5,906,647.00

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

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	15,132,280.00	17,206,545.21	15,099,392.00	15,132,280.00	8,929,552.00
	0.00	0.00	0.00	0.00	0.00
LCFF	14,055,201.00	13,050,302.00	13,896,635.00	14,055,201.00	5,077,023.00
LCFF. DBH, Title I, Title IV	0.00	0.00	0.00	0.00	2,714,135.00
Lottery	155,680.00	0.00	75,000.00	155,680.00	0.00
Other	420,108.00	2,465,951.95	238,773.00	420,108.00	74,451.00
Other Local Revenue	0.00	0.00	0.00	0.00	0.00
Title I	501,291.00	1,690,291.26	888,984.00	501,291.00	1,063,943.00

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	2,276,061.00	2,796,325.52	1,999,272.00	2,276,061.00	11,893,778.00
	11,000.00	0.00	10,000.00	11,000.00	12,100.00
LCFF	0.00	0.00	5,000.00	0.00	8,889,032.00
LCFF. DBH, Title I, Title IV	0.00	0.00	0.00	0.00	0.00
Lottery	0.00	0.00	0.00	0.00	0.00
Other	2,205,061.00	2,720,913.00	1,959,272.00	2,205,061.00	2,362,661.00
Other Local Revenue	0.00	0.00	0.00	0.00	384,187.00
Title I	60,000.00	75,412.52	25,000.00	60,000.00	245,798.00