



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

August 21, 2015

Mary Jane Burke, County Superintendent of Schools
Marin County Office of Education
1111 Las Gallinas Ave.
San Rafael, CA 94913-4925
mjburke@marinschools.org

Dear Superintendent Burke:

It is a great pleasure to inform you that the State Superintendent of Public Instruction has approved the Marin County Office of Education's Local Control and Accountability Plan (LCAP) for the 2015–16 school year, pursuant to Education Code (EC) Section 52070.5(d).

As you know, the Superintendent is required to review and approve the LCAP or the annual update to an existing LCAP prior to the approval of the LEA's adopted budget per EC Section 1622(b)(1)(C). You will receive an additional notification when the corresponding budget is approved.

On behalf of the Superintendent, we would like to thank you and your staff for your efforts towards continuing to increase student achievement and opportunities for every student to have a world-class education.

If you have any questions regarding this subject, please contact me by phone at 916-319-0303 or by e-mail at jbreshears@cde.ca.gov.

Sincerely,

Jeff Breshears, Education Administrator
Local Agency Systems Support Office

JB:jb

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction

Marin's Community School (MCS) serves 7th-12th grade students who have been referred due to expulsion, excessive truancy and/or chronic insubordination. MCS operates a full day classroom program, an independent study option and the Marin County Juvenile Court classroom. The 2014-2015 school year began with the opening of the new MCS site, which is located on the Marin County Office of Education (MCOE) campus in state of the art 21st Century classrooms and meeting spaces. Our student population is reflective of higher number of low-income students with over 40% identified English Language Learners. Our student programs reflect the needs of our student population with high levels of intervention and the development of unique student pathways for academic success. Our LCAP goals are written to address the development of effective programming for students that may or may not remain with us through graduation. As much as possible we will use standardized metrics, however it may lend itself to the most accurate data as many of our students placed here do not remain on a year to year basis. Our programs do serve special education students (students with exceptional needs), however the proportion does not form a sub-group. These students have the opportunity to participate in all programs that Marin Community School offers as well as the support services they need in accordance with their IEP. Our programs emphasize multi-modal, hands on learning with a higher level of intervention strategies that target weaknesses in learning. Parents of students with exceptional needs are encouraged to attend all IEP meetings, participate in school activities and services that are available for their children. Student conferences are held as needed for parents of these students secondary to their educational supports. One of the instructional settings served by this LCAP is our juvenile court school. Coordination of information and delivery of services is done to ensure adequate educational programs occur for incarcerated youth.

Marin's Community School mission is to support students in building their academic skills while participating in curricular opportunities that address 21st Century learning. The academic programs are based on individual student performance-levels and designed to support student success in a small, alternative setting while providing a variety therapeutic services to support personal growth and success. Marin's Community School programs support students to earn credits toward graduation, increase positive attendance, and improve their classroom behavior. It is important to note that many of the measures that are required for this LCAP specific to Student Achievement, may not be the most reliable method of deriving outcomes for this metric. To that end, we have developed local measures that provide us with a means of measuring annual outcomes. The following state required metrics are not applicable and/or are difficult to measure:

CELDT progress and Reclassification rates are derived from an annual assessment. Most of our students are with us for a maximum of 6 months and therefore this test will not provide us with adequate longitudinal data. Participation rates for this assessment are poor for those students that are in attendance during the testing window. Our program design with various intervention strategies that address the needs of all learners, especially those with second language and special education issues.

A-G requirements – not applicable. We emphasize credit recovery and real world experience in our programs as well as establishing goals for individual student success to return to district schools.

Participation in the Advance placement examination – our program does not offer Advanced Placement courses. Our students are working toward credit recovery in an effort to return to their district programs.

LEA: Marin's Community School Contact: Raquel Rose, Assistant Superintendent; rose@marinschools.org; 415-499-5891 LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>September, 2014 – April, 2015:</p> <p>Monthly Site Council meeting / Serves as DELAC and parent advisory – Review of LCAP goals and progress with parents and community partners.</p> <p>Several all school community events were also opportunities for parent engagement in the LCAP process. Parents were provided the opportunity to respond to surveys and review LCAP goals from 2014–2015. Data from previous year trend data in assessment and participation were used in the discussion as well as the impression of staff. Behavioral data and suspension incidences also provided insight.</p> <p>Students engage in quarterly discussion, giving feedback and input related to school goals. This feedback is used to make program changes.</p> <p>Staff meeting: Weekly meetings with all staff which includes members of both Bargaining Units. Additionally Executive members of the Classified and Certificated Bargaining units were invited to scheduled meetings. Intermittent attendance by related service providers such as probation and Regional Occupational Programs occurred as well.</p> <p>Quarterly Student review of LCAP goals and progress was conducted with staff.</p>	<p>Parent and community partner input directed support for more engagement activities for youth and their families as seen in Goals 3 and 4.</p> <p>Staff input led to changes/updates in Action Steps for 20151–2016 plan. Impact on goals 2,3,4,5.</p> <p>Student input directly affected programming changes for the following quarter. These changes included adding more project-based learning activities, increasing field trips and guest speakers, dropping two vocational offerings and adding a different option.</p> <p>In regards to our parents, their input contributed to goals and actions around engagement and coordination of services provided to students. Through understanding the relationship of various support services parents will have better access to the school’s resources. This is most notable in goals 3 (Engagement in real-life activities) and 5 (increase parent involvement and awareness of programs and services).</p>
<p>Annual Update:</p> <p>Throughout the 2014–15 school year, the Alternative Education program facilitated several collaborative events to engage certificated and classified staff, parents, community members, agencies, and other stakeholders in developing the LCAP goals and action steps. We have used various measures (review of survey data – staff, students and parents; individual student suspension data; assessment results – PLATO and CAHSEE, staff response to professional development) to ensure that our LCAP goals for 2014–2015 are carefully reviewed and are driven by data.</p> <p>The process of gathering input for the LCAP supported the development of each goal and action step. Overall the LCAP goals that were identified in</p>	<p>Annual Update:</p> <p>Parent and community partners survey results were incorporated in the annual update.</p> <p>Staff input from surveys, staff meetings, gallery walks and focus interviews were all included in annual update.</p> <p>Input from the quarterly student review of LCAP goals and progress resulted in revised action steps.</p> <p>Staff/bargaining units’ input was incorporated in development of all LCAP Goals. Their input, collected at staff meetings was</p>

2014-2015 continue to be relevant and reflective of our needs. The action steps associated with these goals reflect the input from all stakeholder groups.

The input from our classified and certificated staff centered on the focus of robust professional development (goals 1 and 2) and understanding of resources (goal 5). Providing the staff with tools to enhance their instructional pedagogy and coordinating services to support student success allows the alternative education community to meet the needs of students in the educational and social emotional realms.

Specific outreach was made to our parent community and partner agencies to ensure representation from the low socio-economic population, students on the Free and Reduced Meal Program as well as homeless and foster youth.

Bargaining unit invited to 4 community team meetings for input/participation in the months of March, April, and May.

While engaging with students we learned how much they were in need of a school environment and educational program they could be proud of. We developed goals and actions around a safe, clean school campus and instructional practices that allowed students the opportunity to learn by doing through hands on projects and student driven activities. These ideas help shape goals 3, 4 and 5 in a way that targets our unique population, including expelled and foster youth countywide

invaluable and represents/shapes the actions steps.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal Area 1: - Educators will participate in high quality professional development related to at-risk youth.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__ 5__x_ 6__ 7__x_ 8__x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Identified Need: High Quality Professional Development for educators of at risk students Metric: School Attendance Rates (Attendance in school), Chronic Absenteeism, Graduation rates, Dropout rates (middle and High), Other Local Measures (Registration in trainings (staff), Behavior documentation for students, participation rates; Highly qualified teacher rates/status;	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. Students will participate in coursework and on standardized and local assessments. Student programs will emphasize intervention strategies, hands on high interest learning for at risk populations. Students will participate and regularly attend school.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development activities to include:	LEA-wide	<u> </u> x_ALL	Certificated

<ul style="list-style-type: none"> • Cultural Sensitivity; Trauma Informed Instruction • Common Core State Standards – Written Language • Project Based Learning (PBL) • Behavior Intervention Strategies • Attendance at Foster Youth Services annual conference • Align Common Core State Standards – ELD 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries: \$7,500 Classified Salaries: \$1,072 Benefits: \$1,226 Materials & Supplies: \$2,000 Services: \$27,642 Funding Source(s): LCFF Base: \$12,666 Federal: \$17,558 Local Grant: \$9,216</p>
<p>Curriculum team meetings topics to include:</p> <ul style="list-style-type: none"> • Lesson and unit design • Project Based Learning (PBL) strategies; • Behavioral intervention strategies; • Develop standards aligned report cards • Research Rosetta Stone – language program • Academic Intervention strategies for instruction 	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$100,131 Benefits: \$18,662 Funding Source(s): LCFF Base: \$87,712 Federal: \$36,859 Local Grant: \$33,662</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. Students will participate in coursework and on standardized and local assessments. Student programs will emphasize intervention strategies, hands on high interest learning for at risk populations. Students will participate and regularly attend school.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Professional development activities to include:</p> <ul style="list-style-type: none"> • Project Based Learning strategies(PBL) • Technology to enhance instruction • Behavior Intervention Strategies • Attendance at Foster Youth Annual conference • Monitor Common Core ELD standards • Use of Rosetta Stone Language Program 	<p>LEA wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Certificated Salaries: \$7,500 Classified Salaries: \$1,072 Benefits: \$1,449 Materials & Supplies: \$2,000 Services: \$27,642 Funding Source(s): LCFF Base: \$12,889 Federal: \$17,558 Local Grant: \$9,216</p>
<p>Curriculum team meetings topics to include:</p> <ul style="list-style-type: none"> • Lesson and unit design; • Project Based Learning strategies; • Behavioral intervention strategies • Review efficacy of report card and modify as needed • Academic Intervention strategies for instruction 	<p>LEA wide</p>	<p><u> x </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>Certificated Salaries: \$101,132 Benefits: \$21,869 Funding Source(s): LCFF Base: \$90,535 Federal: \$37,568 Local Grant: \$34,561</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Staff will be trained in best practice instruction and intervention for high risk students, including English Learners. Students will participate in coursework and on standardized and local assessments. Student programs will emphasize intervention strategies, hands on high interest learning for at risk populations. Students will participate and regularly attend school.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Professional Development to include:</p> <ul style="list-style-type: none"> • Project Based Learning strategies • Technology Integration • Implement Next Generation Science Standards • Attend Foster Youth Conference • Implement ELD Common Core State Standards 	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$7,500 Classified Salaries: \$1,072 Benefits: \$1,731 Materials & Supplies: \$2,000 Services: \$27,642 Funding Source(s): LCFF Base: \$13,171 Federal: \$17,558 Local Grant: \$9,216</p>
<p>Curriculum team meetings topics to include:</p> <ul style="list-style-type: none"> • Lesson and unit design • Project Based Learning • Behavioral intervention strategies • Application of Science standards • Academic Intervention strategies for instruction 	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$102,144 Benefits: \$26,153 Funding Source(s): LCFF Base: \$94,091 Federal: \$38,460 Local Grant: \$35,691</p>

GOAL:	Goal Area 2: - All students will be provided with high-quality education that includes in class learning as well as authentic real life learning opportunities		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Expelled Youth</u>
Identified Need :	<p>Identified Need: Prepare students for college/career readiness through rigorous relevant and authentic learning experiences. Marin County Office of Education provides a school option for those students that are expelled from district program</p> <p>Metric: Common Core State Standards Implementation, Student Access and Enrollment, Standardized Tests (Standardized Statewide Assessment data), API Scores (when available), Local measure – all students are assessed upon entry to determine what intervention services are needed, School Attendance Rates (attendance in school), Chronic Absenteeism Rate, Dropout Rate, Graduation Rate, Other Local Measures (participation rates/performance, Student/staff surveys, Rate of community college course completion, Standards-aligned report cards), identification of expelled students countywide and subsequent school placement, Suspension rates, Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program, number/measure of students that are returned to district program</p>		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students develop academic goals aligned with Common Core State Standards. Student will participate in hands on learning aligned to Common Core State Standards. Students begin developing college and career readiness skills. Students will be provided the opportunity to participate in internships and occupational programs. Students will be provided with sufficient instructional text.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools.	LEA wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries: \$230,560 Classified Salaries: \$32,657 Benefits: \$84,480 Non-capitalized equipment: \$9,900 Funding Source(s): LCFF Base: \$257,531 Federal: \$34,459 Local Grant: \$65,607
Provide incentives students who demonstrate positive or improved attendance and participation in the form of: <ul style="list-style-type: none"> • Gift cards • Special activities • Certificates • Public recognition • Recommendation for return to district as appropriate • Continue to provide food service options 	LEA wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries: \$3,100 Benefits: \$674 Supplies: \$3,400 Funding Source(s): LCFF Base: \$7,174
Pilot/Adopt Common Core State Standards Mathematics curriculum.	LEA wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Internet: \$7,000 Funding Source(s): LCFF Base: \$7,000
Provide transportation for students to ensure	LEA wide	<input checked="" type="checkbox"/> ALL	Classified

<p>attendance at school.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries: \$19,905 Benefits: \$8,830 Funding Source(s): Federal: \$28,735</p>
<p>Provide hot breakfast program. Investigate cost effective options for lunch programs that meet federal guidelines and appeal to students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Staff costs included with Goal #1</p>
<p>Enrollment in Regional Occupational Program/School to Career (ROP/STC) offerings to improve engagement and offer hands on learning.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$117,666 Classified Salaries: \$83,699 Benefits: \$63,091 Direct Costs: \$2,100 Funding Source(s): LCFF Base: \$249,279 Local Grant: \$17,277</p>
<p>Provide field trip/pro-social activity and/or motivational speakers.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials & Supplies: \$5,934 Funding Source(s): Federal: \$5,934</p>
<p>Provide Supplementary Educational Service on a schoolwide basis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Contracted Services: \$22,965 Funding Source(s): Federal: \$22,965</p>

Provide Foster Youth school supplies and resources to support access to curriculum and general education programs.	LEA wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Materials and supplies Funding Source: Foster Youth Grant: \$3,500
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students develop academic goals aligned with Common Core State Standards. Student will participate in hands on learning aligned to Common Core State Standards. Students begin developing college and career readiness skills. Students will be provided the opportunity to participate in internships and occupational programs. Students will be provided with sufficient instructional text.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools.	LEA wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Certificated Salaries: \$232,865 Classified Salaries: \$33,147 Benefits: \$91,591 Non-capitalized equipment: \$9,900 Funding Source(s): LCFF Base: \$265,609 Federal: \$35,140 Local Grant: \$66,754
Provide incentives students who demonstrate positive	LEA wide	<input checked="" type="checkbox"/> ALL	Certificated

<p>or improved attendance and participation in the form</p> <ul style="list-style-type: none"> • Gift cards, • Special activities, • Certificates, • Public recognition • Recommendation for return to district as appropriate • Continue to provide food service options <p>Students will be engaged in identifying the specific incentives for themselves and their peers.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries: \$3,147 Benefits: \$757 Supplies: \$3,400 Funding Source(s): LCFF Base: \$7,304</p>
<p>Facilitate the creation of student plans (this includes district data and pathways data) based upon unique pathway.</p> <p>Facilitate peer to peer support for continuing students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Internet: \$7,000 Funding Source(s): LCFF Base: \$7,000</p>
<p>Provide transportation for students to ensure attendance at school.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$20,204 Benefits: \$8,361 Funding Source(s): Federal: \$28,565</p>
<p>Enrollment in Regional Occupational Program/School to</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Certificated</p>

<p>Career (ROP/STC).</p> <p>Investigate regional industry service sectors to best direct students for potential internships</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries: \$117,003 Classified Salaries: \$84,954 Benefits: \$63,022 Direct Costs: \$2,100 Funding Source(s): LCFE Base: \$249,279 Local Grant: \$17,800</p>
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<p>Encourage students to identify their interests for youth development in order to provide field trip/pro-social activity and/or motivation speakers.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials & Supplies: \$5,934 Funding Source(s): Federal: \$5,934</p>
<p>Provide Supplementary Educational Service on a schoolwide basis.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Contracted Services: \$22,965 Funding Source(s): Federal: \$22,965</p>
<p>Provide Foster Youth school supplies and resources to support access to curriculum and general education programs.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and supplies Funding Source: Foster Youth Grant: \$3,500</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students develop academic goals aligned with Common Core State Standards. Student will participate in hands on learning aligned to Common Core State Standards. Students begin developing college and career readiness skills. Students will be provided the opportunity to participate in internships and occupational programs. Students will be provided with sufficient instructional text.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$235,195</p> <p>Classified Salaries: \$33,392</p> <p>Benefits: \$102,694</p> <p>Non-capitalized equipment: \$9,900</p> <p>Funding Source(s):</p> <p>LCFF Base: \$276,186</p> <p>Federal: \$35,882</p> <p>Local Grant: \$69,113</p>
<p>Provide incentives for students who demonstrate positive or improved attendance and participation in the form of:</p> <ul style="list-style-type: none"> • Gift cards, • Special activities, • Certificates, • Public recognition • Recommendation for return to district as appropriate. • Continue to provide food service options <p>Schoolwide attendance and participation incentives will include special events/school trips as identified by students.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$3,170</p> <p>Benefits: \$875</p> <p>Supplies: \$3,400</p> <p>Funding Source(s):</p> <p>LCFF Base: \$7,445</p>
<p>Students will create their own plan based upon their</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Internet:</p>

<p>unique pathway – facilitated by Alt Ed staff. Facilitate peer to peer support for continuing students.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000 Funding Source(s): LCFF Base: \$7,000</p>
<p>Student transportation will be provided to students in need so that they may be present for academic instruction.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$20,353 Benefits: \$9,120 Funding Source(s): Federal: \$29,473</p>
<p>Enrollment Regional Occupational Program/School to Career (ROP/STC).</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$117,003 Classified Salaries: \$85,582 Benefits: \$70,630 Direct Costs: \$2,100 Funding Source(s): LCFF Base: \$256,943 Local Grant: \$18,372</p>
<p>Provide field trip/pro-social activity and/or motivational speakers.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials & Supplies: \$5,934 Funding Source(s): Federal: \$5,934</p>
<p>Supplementary Educational Service provided</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Contracted</p>

<p>schoolwide.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services: \$22,965 Funding Source(s): Federal: \$22,965</p>
<p>Provide Foster Youth school supplies and resources to support access to curriculum and general education programs.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Materials and supplies Funding Source: Foster Youth Grant: \$3,500</p>

GOAL:	Goal Area 3: – School Community will participate in creating and maintaining a safe, healthy and productive school environment		Related State and/or Local Priorities: 1__x_ 2__ 3__x_ 4__ 5__ 6__x_ 7__ 8__ COE only: 9__ 10__ Local : Specify <u>Expelled Youth</u>	
Identified Need :	Identified Need: Students connect to community and/or academic network in safe/clean school environment Metric: Facilities in Good Repair (Facilities Inspection Report (FIT) Report), Other Local Measures (Participation at school wide events, Pupil survey, Parent survey, Accident and/or emergency report), Suspension rates; Analysis of suspension; Expulsion rates not applicable; Healthy Kids Survey (administered every other year – 15-16 and 17-18)			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students will feel safe at school. Students will have clean school environments. Families and community agencies will participate in school events.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Parent/Community wellness events – schedule quarterly (times and locations accessible to parent community)	LEA wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Certificated Salaries: \$36,372 Classified Salaries: \$21,090 Benefits: \$23,230 Supplies: \$3,450 Services: \$8,000 Funding Source(s): LCFF Base: \$14,898 Federal: \$10,350 Local Grant: \$66,894

<p>Facilities will be maintained in a clean and safe condition.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$10,520 Benefits: \$4,788 Services: \$4,800 Funding Source(s): LCFF Bas: \$20,108</p>
<p>Establish a Student advisory council. Calendar of meetings for council (once/month for approximately 1 hour).</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs</p>
<p>Emergency preparedness trainings will be held for all staff quarterly in the areas of:</p> <ul style="list-style-type: none"> • Cardio Pulmonary Resuscitation • De-escalation strategy training • Campus safety training • Crisis Prevention Intervention 	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services: \$5,000 Funding Source(s): LCFF Base: \$5,000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will feel safe at school. Students will have clean school environments. Families and community agencies will participate in school events.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Parent/Community wellness events – schedule quarterly (times and locations accessible to parent community)</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$36,735 Classified Salaries: \$21,406 Benefits: \$24,960 Supplies: \$3,450 Services: \$8,000 Funding Source(s): LCFE Base: \$15,280 Federal: \$10,350 Local Grant: \$68,921</p>
<p>Facilities will be maintained in a clean and safe condition.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$10,678 Benefits: \$5,069 Services: \$4,800 Funding Source(s): LCFE Base: \$20,547</p>

<p>Students will be encouraged to participate and/or take a leadership role in the school student council.</p> <p>Calendar of meetings for council (once/month for approximately 1 hour).</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs</p>
<p>Emergency preparedness trainings will be held for all staff quarterly in the areas of:</p> <ul style="list-style-type: none"> • Cardio-Pulmonary Resuscitation (CPR) • De-escalation strategy training • Campus safety training • Crisis Prevention Intervention (CPI) 	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services: \$5,000</p> <p>Funding Source(s): LCFF Base: \$5,000</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will feel safe at school. Students will have clean school environments. Families and community agencies will participate in school events.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Parent/Community wellness events – schedule quarterly (times and locations accessible to parent community).</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$37,103</p> <p>Classified Salaries: \$21,565</p> <p>Benefits: \$27,318</p> <p>Supplies: \$3,450</p> <p>Services: \$8,000</p> <p>Funding Source(s): LCFF Base: \$15,759 Federal: \$10,350 Local Grant: \$71,327</p>

<p>Facilities will be maintained in a clean and safe condition.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$10,757 Benefits: \$5,470 Services: \$4,800 Funding Source(s): LCFF Base: \$21,027</p>
<p>Students will be encouraged to participate and/or take a leadership role in the school student council.</p> <p>Calendar of meetings for council (once/month for approximately 1 hour).</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs</p>
<p>Emergency preparedness trainings will be held (all staff) quarterly in the areas of:</p> <ul style="list-style-type: none"> • Cardio-Pulmonary Resuscitation (CPR) • De-escalation strategy training • Campus safety training • Crisis Prevention Intervention (CPI) 	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Services: \$5,000 Funding Source(s): LCFF Base: \$5,000</p>

GOAL:	Goal Area 4: – Increase parent – guardian involvement and awareness of programs and services		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9_x 10_x Local : Specify <u>Expelled Youth</u>
Identified Need :	Identified Need: Education and coordination related to Alternative Education services and agency support programs; Foster youth education and coordination; Countywide Plan for Expelled Youth Metric: Other Tests, Parent Input, Parent Participation; student wellness plans; rate of return to LEA		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Parents/guardians will access school and community support services for their students. Students connect individual goals and offered services. Students/families feel safe and supported. Students with special needs and their families will be informed of services available. Coordination of services for Foster Youth. Updated Triennial plan for Expelled Youth will be completed by June 30, 2015 (link to prior plan: http://jade.marinschools.org/Student-Programs/Alternative-Education/Documents/Countywide%20Expelled%20Youth%20Plan.pdf		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Quarterly parent/guardian outreach will include: <ul style="list-style-type: none"> • Presentations and guest speakers • Home-school communication/outreach • Printed material • combined site council • Provide parent/guardian information on events regarding program and community resources with food, childcare and translation 	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Classified Salaries: \$89,833 Benefits: \$42,915 Supplies: \$1,422 Services: \$7,200 Funding Source(s): LCFE Supplemental and Concentration: \$130,349 Federal: \$5,544 Local: \$13,977

<p>Translation will be utilized to ensure access for all parents.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$33,170</p> <p>Benefits: \$9,832</p> <p>Funding Source(s):</p> <p>Federal: \$29,279</p> <p>Local: \$13,723</p>
<p>Monthly coordination of mental health services; individual student wrap-around team meetings @ 1 student/week;</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$18,000</p> <p>Benefits: \$3,675</p> <p>Funding Source(s):</p> <p>Federal: \$21,675</p>
<p>Foster youth coordinator to conduct bi-annual outreach to districts and community agencies (including child welfare) regarding services for homeless and foster youth including:</p> <ul style="list-style-type: none"> • Coordination of services • Required information for maintaining consistent student records (health and educational) • Monitor transition of student records in and across various educational environments. 	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$87,636</p> <p>Benefits: \$12,585</p> <p>LCFF Base: \$100,221</p>
<p>The county office liaison will coordinate the countywide plan for expelled students encompassing the 19 school districts in the county</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Expelled youth</p>	<p>Cost accounted for in Action step 4.</p>
<p>Implement the Countywide Plan for Expelled Youth will</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p>	<p>Cost accounted</p>

<p>be updated (every three years) All districts will ratify the plan for approval.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled youth</u></p>	<p>for in Action step 4.</p>
<ul style="list-style-type: none"> Bi-annual Foster Youth/Homeless Advisory Council meeting to garner feedback from constituency. 	<p>Countywide</p>	<p><u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Cost accounted for in Action step 4.</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents/guardians will access school and community support services for their students. Students connect individual goals and offered services. Students/families feel safe and supported. Coordination of services for Foster Youth. (Link to updated three year plan will be placed following the 6:30/15 Board meeting)</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Quarterly Parent outreach will include:</p> <ul style="list-style-type: none"> • Presentations and guest speakers • Home-school communication/outreach • Printed material • Combined site council • Provide parent information event/s regarding program and community resources with food, childcare and translation 	<p>LEA wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>X Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$91,179 Benefits: \$40,883 Supplies: \$1,422 Services: \$7,200 Funding Source(s): LCFE Supplemental & Concentration: \$133,992 Federal: \$4,647 Local: \$10,545</p>
<p>Translation will be utilized to ensure access for all parents.</p>	<p>LEA wide</p>	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>X Low Income pupils <u> </u>X English Learners <u> </u>Foster Youth <u> </u>X Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$33,263 Benefits: \$10,703 Funding Source(s): Federal: \$29,879 Local: \$14,087</p>

<p>Monthly coordination of mental health services; individual student wrap-around team meetings @ 1 student/week;</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$18,000 Benefits: \$4,856 Funding Source(s): Federal: \$22,856</p>
<p>Foster youth coordinator to conduct bi-annual outreach to districts and community agencies regarding services for homeless and foster youth including:</p> <ul style="list-style-type: none"> • Coordination of services • Required information for maintaining consistent student records (health and educational) • Monitor transition of student records in and across various educational environments. 	<p>Countywide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$87,636 Benefits: \$12,585 LCFF Base: \$100,221</p>
<p>The county office liaison will coordinate the countywide plan for expelled students encompassing the 19 school districts in the county</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost accounted for in Action step 4.</p>
<p>Bi-annual Foster Youth/Homeless Advisory Council meeting to garner feedback from constituency</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Cost accounted for in Action step 4.</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Parents/guardians will access school and community support services for their students. Students connect individual goals and offered services. Students/families feel safe and supported. Coordination of services for Foster Youth.</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>Quarterly Parent outreach will include:</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p>	<p>Classified</p>

<ul style="list-style-type: none"> • Presentations and guest speakers, • Home-school communication/outreach • Printed material, • Combined site council; <p>Provide parent information event/s regarding program and community resources with food, childcare and translation.</p>		<p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries: \$91,855</p> <p>Benefits: \$44,609</p> <p>Supplies: \$1,422</p> <p>Services: \$7,200</p> <p>Funding Source(s): LCFF Supplemental & Concentration: \$137,978 Federal: \$4,761 Local: \$10,847</p>
<p>Translation will be utilized to ensure access for all parents.</p>	<p>LEA wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Classified Salaries: \$33,309</p> <p>Benefits: \$11,953</p> <p>Funding Source(s): Federal: \$30,693 Local: \$14,569</p>
<p>Monthly coordination of mental health services; individual student wrap-around team meetings @ 1 student/week.</p>	<p>LEA wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Certificated Salaries: \$18,000</p> <p>Benefits: \$5,580</p> <p>Funding Source(s): Federal: \$23,580</p>
<p>Foster youth coordinator to conduct bi-annual outreach</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p>	<p>Certificated</p>

<p>to districts and community agencies regarding services for homeless and foster youth including:</p> <ul style="list-style-type: none"> • Coordination of services • Required information for maintaining consistent student records (health and educational) • Monitor transition of student records in and across various educational environments. 		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Salaries: \$87,636 Benefits: \$12,585 LCFF Base: \$100,221</p>
<p>The county office liaison will coordinate the countywide plan for expelled students encompassing the 19 school districts in the county</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Expelled youth_____</p>	<p>Cost accounted for in Action step 4.</p>
<p>The county office liaison will coordinate the countywide plan for expelled students encompassing the 19 school districts in the county</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Expelled youth_____</p>	<p>Cost accounted for in Action step 4.</p>
<p>Update Countywide Plan for Expelled Youth</p>	<p>Countywide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ Expelled Youth_____</p>	<p>Cost accounted for in Action step 4.</p>

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal 1 – All educators will participate in high quality professional development related to at-risk youth	Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__x__ 10__ Local : Specify _____
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Goal Applies to:	Schools: County Community School, Juvenile Court
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Students will demonstrate interest in coursework	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Staff registration at trainings (100% of staff participated in trainings in 2014-2015 as evidenced by timesheet, roster and post-training report). • 100% of staff actively participated in Weekly staff meetings across 14-15 (2 hours of professional development each week) as evidenced by record of attendance and participation. • Attendance rate: (12 – 13 =67%; 13-14 = 67% and 14-15 68%) – relatively stable/year to year comparison – this is more a reflection of referral rate as opposed to a measure of program. • Suspension data (13-14 and 14-15). • CELDT scores are varied and small in number – difficult to draw trend data from students that are not consistently enrolled year to year for comparison El reclassification – district data as the majority of students may not remain at MCF long enough to derive reclassification.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Observation of instructional program	\$199,554 certificated staff \$231,513 administrative staff	Staff participated in monthly peer observation related to iTeams Administration conducted demonstration teaching with staff as well as side by side instruction	Certificated salaries \$55,003; Benefits \$8,766 Funding Source: LCFE Base \$63,769

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Identify Professional Development		\$25,000 – Local funding revenue	Staff participated in the following trainings: <ul style="list-style-type: none"> • Project Based Learning • Choices program training • iTeams • Common Core Standards – Summer Institute • Cultural Sensitivity trainings – The Tragedy of Noneness • VPSS Science Tier I • Physical Education k-12 • Best practices for Lesbian Gay Bisexual & Transgender (LGBT) 		Services \$15,000; Funding Source Federal \$15,000
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Plan staff/curriculum team meetings to review and analyze performance data and curriculum planning		\$199,554 certificated staff \$231,513 administrative staff	<ul style="list-style-type: none"> • Staff participates in weekly staffings that include professional development as part of the agenda. Topics include: Student Engagement; cultural sensitivity; authentic learning experiences; behavioral strategies; communication; common core. 		Certificated salaries \$18,841; Classified salaries \$1,766; Benefits \$7,049; Services \$2,400 Funding Sources: LCFF Base \$27,655 Local \$2,400
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Begin Development for Common Core State Standards aligned report card		\$199,554 certificated staff \$231,513 administrative staff	<ul style="list-style-type: none"> This action step will be addressed in subsequent years 		\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will remain, however we will adjust the actions to reflect more emphasis on: Written language skills; behavioral intervention; health/wellness (CPR/First Aid); substance abuse training			

Original GOAL from prior year LCAP:	Goal 2 – All students will be provided with high-quality classroom instruction and curriculum	Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7_x 8_x COE only: 9_x 10__ Local : Specify _____
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Goal Applies to:	Schools: County Community School, Juvenile Court	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Students will demonstrate increased engagement and participation in coursework. Increased interest in completing graduation requirements. Students will be engaged in distance learning. Students begin developing college and career readiness skills.	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Review of Lesson planning weekly to improve instruction based on Common Core State Standards • Student survey results reflected preference for hands on project based learning methods and authentic learning experiences (field trips, guest speakers). • Parent survey results reflected a higher interest in enhancement/enrichment opportunities; Need for transportation, mental health services and other community supports. • Weekly staff meetings (2 hours of professional development each week) • CAHSEE scores/results: <table style="margin-left: 20px; border: none;"> <tr> <td style="text-align: center;">2013-2014</td> <td style="text-align: center;">2014-2015</td> </tr> <tr> <td>○ Grade 10 ELA 42%; Math 57%</td> <td>○ Grade 10 ELA 80%; Math 37%</td> </tr> <tr> <td>○ Grade 11 ELA 50%; Math 36%</td> <td>○ Grade 11 ELA 63%; Math 33%</td> </tr> <tr> <td>○ Grade 12 ELA 33%; Math 40%</td> <td>○ Grade 12 ELA 80%; Math 67%</td> </tr> </table> • UC – Not applicable for this alternative education setting. • Advanced Placement – AP course are not presently part of the curriculum offered in the alternative education programs. • CELDT scores are varied and small in number – difficult to draw trend data from students that are not consistently enrolled year to year for comparison. • EL reclassification – district data should be referred to for student reclassification as many students either do not participate in testing and/or leave do not remain in our programs long enough to derive accurate reclassification measures. 	2013-2014	2014-2015	○ Grade 10 ELA 42%; Math 57%	○ Grade 10 ELA 80%; Math 37%	○ Grade 11 ELA 50%; Math 36%	○ Grade 11 ELA 63%; Math 33%	○ Grade 12 ELA 33%; Math 40%	○ Grade 12 ELA 80%; Math 67%
2013-2014	2014-2015										
○ Grade 10 ELA 42%; Math 57%	○ Grade 10 ELA 80%; Math 37%										
○ Grade 11 ELA 50%; Math 36%	○ Grade 11 ELA 63%; Math 33%										
○ Grade 12 ELA 33%; Math 40%	○ Grade 12 ELA 80%; Math 67%										

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
College to offer Distance Learning program		\$460	Students were offered the opportunity to participate in distance learning through the local Community College. Students and program design were not ready for this educational option at this time.		Certificated salaries \$14,322 Benefits \$860 Services \$12,000 Funding Sources LCFF Base \$2,664 Local 24,518
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Create collaborative teams of local district Alternative Education staff – provide support and resources on effective instructional strategies.		Certificated staff @ \$199,554 \$ admin staff @ \$231,513 Classified secretarial @ \$101,130 Classified paraeducator @ \$61,818	Staff collaboration with Madrone and Marin Oaks, Tamiscal related to student events. Joint student activities – Real DUI and Allen Sports camp.		Certificated salaries \$1,233, Benefits \$239 Funding Source LCFF Base \$1,473
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Develop individual student plans to include identified goals toward college/career readiness		Staff cost included in Goal 2 – Action 2.	Student plans are monitored on a weekly basis with staff. Administration engages with student and their plans ongoing as needed throughout the year.	Certificated salaries \$15,218 Benefits \$22,031 Funding Source LCFF Base \$37,249
Scope of service:	LEA wide		Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop Student Vocational Pathways		Staff cost included in Goal 2 – Action 2.	Four Student Pathways were developed for 30 students at a time. Elective courses as well as career exploration activities toward internship and eventual employment.	Certificated salaries \$9,354 Classified salaries \$803 Benefits \$2,747 Funding Sources LCFF Base \$7,278 Federal \$5.616
Scope of service:	LEA wide		Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		This goal will be continued, however it will be combined with goal 3 to include action steps that emphasize both in class learning as well as authentic real life opportunities and engagement. Continue with the opportunity for students to participate in Community College learning.		

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3 – Students will engage in real life learning opportunities in the school setting.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6_x 7__ 8_x COE only: 9_x 10__ Local : Specify _____</p>
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<p>Goal Applies to:</p>	<p>Schools: County Community Schools, Juvenile Court</p>	<p>Applicable Pupil Subgroups: All</p>
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<p>Expected Annual Measurable Outcomes:</p>	<p>Students will connect their learning to real life. Students will attend school more consistently. Students will be engaged in school and school activities.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Attendance rate: <ul style="list-style-type: none"> ○ 12 – 13 =67%; ○ 13-14 = 67% ○ 14-15 68%) – relatively stable/year to year comparison • Chronic absenteeism rates are consistent with the above attendance rates. Absenteeism trends are also consistent with suspension and truancy trends. • Middle school dropout rates are difficult to derive due to the number of middle school students enrolled. Of those that are enrolled there have not been any documented dropouts. • High school dropout rates – significantly decreased in between 12-13 and 13-14. • Graduation rates – MCS uses the countywide rate – 90.8%. Individual analysis of student rates suggest that a fairly stable number of students are graduating across 12-13, 13-14 and 14-15. • Dropout rate is 6.7% using the countywide rate for 2014-2015 will show a substantial increase due to referral of long term 18+ year old independent study students to Adult Education in summer, 2014 – these students are counted as “Drop Outs”. Individual school dropout rates reflect a substantial drop from 12-13 @ 59 students to 13-14 @ 20 students. • Suspension rates: 13-14= 13.2; 12-13 =18.0 • Expulsion rates – not a valid measure – students are not expelled. • Staff Survey • Student Survey
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide students with rewards and incentives for motivation	\$2,500 Grant funding	Individual student attendance rates improved with the use of incentives – Overall school rate however did not demonstrate significant changes @ 68%.	Supplies \$3,500 Funding Source Local \$3,500
Scope of service:	LEA wide	Scope of service:	LEA wide
<u> </u> <input checked="" type="checkbox"/> ALL*		<u> </u> <input checked="" type="checkbox"/> ALL	
OR: <u> </u> <input checked="" type="checkbox"/> Low Income pupils <u> </u> <input checked="" type="checkbox"/> English Learners <u> </u> <input checked="" type="checkbox"/> Foster Youth <u> </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <u> </u> <input checked="" type="checkbox"/> Low Income pupils <u> </u> <input checked="" type="checkbox"/> English Learners <u> </u> <input checked="" type="checkbox"/> Foster Youth <u> </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> <input type="checkbox"/> Other Subgroups:(Specify)_____	
*This goal was represented for all students as well as Low income, English Learners, Foster Youth and Redesignated fluent English proficient in the 2014-15 LCAP.			
Continue nutrition and breakfast program	\$0	Breakfast provided daily to all students has resulted in increased motivation and classroom focus.	\$0 – Donation and volunteer
Scope of service:	LEA wide	Scope of service:	LEA wide
<u> </u> <input checked="" type="checkbox"/> ALL*		<u> </u> <input checked="" type="checkbox"/> ALL	
OR: <u> </u> <input checked="" type="checkbox"/> Low Income pupils <u> </u> <input checked="" type="checkbox"/> English Learners <u> </u> <input checked="" type="checkbox"/> Foster Youth <u> </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <u> </u> <input checked="" type="checkbox"/> Low Income pupils <u> </u> <input checked="" type="checkbox"/> English Learners <u> </u> <input checked="" type="checkbox"/> Foster Youth <u> </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> <input type="checkbox"/> Other Subgroups:(Specify)_____	
*This goal was represented for all students as well as Low income, English Learners, Foster Youth and Redesignated fluent English proficient in the 2014-15 LCAP.			

Regional Occupational Program/School to Career (ROP/STC) partnership		\$60,000	<ul style="list-style-type: none"> ROP Auto shop and Employment Connection staff facilitating effective student programs. Approximately 8 students placed with ROP. All students participate in Employment Connection activities. School to Career partnership continues to focus on student placement in local internship programs – approximately 50% of students are placed. 	Certificated salaries \$41,237 Benefits \$12,935 Funding Sources LCFF Base \$54,172
Scope of service:	LEA wide		Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Intervention Instructional Services – Supplemental Educational Services (SES)		\$20,000 Title I and Local funding	100% students are offered the opportunity to participate in SES sessions four days a week. 33% of students are actively participating in SES.	Services \$15,000 Funding Source Federal \$15,000
Scope of service:	LEA wide		Scope of service:	LEA wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Multi-modality instructional services		Staff cost included in Goal 2 – Action 2	Hands on learning opportunities provided to all students through “maker” program.	Certificated salaries \$9,500 Benefits \$999 Supplies \$500 Funding Source Federal \$10,999
Scope of service:	LEA wide		Scope of service:	LEA wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide field trip/pro-social activities and/or motivational speaker – monthly.		\$6,000 – Local funding – AB1913	Students have participated in monthly enrichment opportunities including community building, project based learning activities, career related field trips. Motivational speakers were also part of this series. 100% of students participated in these activities.		Services \$6,000 Funding Source Local \$6,000
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide students with transportation to school related activities.		\$2,500 – local funding	Students are provided transportation in a variety of activities – this item is referenced in another goal area/action step.		Classified Salaries \$5,939 Benefits \$3,078 Services \$10,000 Funding Sources Federal \$9,017 Local \$10,000
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide translation – professional expert		\$27,000 – Title I/Federal funds	Professional experts have provided translation for all site council meetings and parent education opportunities. Spanish translation provided as needed at student intake meetings, parent/admin conferences, parent teacher conferences and IEPs.		Classified salaries \$4,866 Benefits \$933 Funding Sources LCFF \$3,588 Federal \$2,210
Scope of service:	LEA wide		Scope of service:	LEA wide	

<p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>This goal will be combined with goal 2 – student engagement and providing a high quality classroom instruction to be a high quality, authentic educational program.</p>	

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4 – Students will participate in creating and maintaining a safe, healthy and productive school environment.</p>	<p>Related State and/or Local Priorities:</p> <p>1 <u> </u> 2 <u> </u> 3 <u> </u> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <u> </u> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input checked="" type="checkbox"/> 10 <u> </u></p> <p>Local : Specify _____</p>								
<p>Goal Applies to:</p>	<p>Schools: County Community Schools, Juvenile Court</p> <p>Applicable Pupil Subgroups: All</p>									
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Students will recognize the benefit of school and community support teams. Students develop a wellness plan unique to their needs. Students work directly with community and family members toward joint goals. Students will feel safe at school. Students will have clean classrooms. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> CELDT scores are varied and small in number – difficult to draw trend data from students that are not consistently enrolled year to year for comparison Attendance rate: <ul style="list-style-type: none"> 12 – 13 =67%; 13–14 = 67% 14–15 68%) – relatively stable/year to year comparison CAHSEE scores/results: <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2013–2014</td> <td style="text-align: center;">2014–2015</td> </tr> <tr> <td>o Grade 10 ELA 42%; Math 57%</td> <td>o Grade 10 ELA 80%; Math 37%</td> </tr> <tr> <td>o Grade 11 ELA 50%; Math 36%</td> <td>o Grade 11 ELA 63%; Math 33%</td> </tr> <tr> <td>o Grade 12 ELA 33%; Math 40%</td> <td>o Grade 12 ELA 80%; Math 67%</td> </tr> </table> CAASPP test result forthcoming UC – Not applicable for this alternative education setting. Advanced Placement – AP course are not presently part of the curriculum offered in the alternative education programs. CELDT scores are varied and small in number – difficult to draw trend data from students that are not consistently enrolled year to year for comparison EL reclassification – district data should be referred to for student reclassification as many students either do not participate 	2013–2014	2014–2015	o Grade 10 ELA 42%; Math 57%	o Grade 10 ELA 80%; Math 37%	o Grade 11 ELA 50%; Math 36%	o Grade 11 ELA 63%; Math 33%	o Grade 12 ELA 33%; Math 40%	o Grade 12 ELA 80%; Math 67%
2013–2014	2014–2015									
o Grade 10 ELA 42%; Math 57%	o Grade 10 ELA 80%; Math 37%									
o Grade 11 ELA 50%; Math 36%	o Grade 11 ELA 63%; Math 33%									
o Grade 12 ELA 33%; Math 40%	o Grade 12 ELA 80%; Math 67%									

			<p>in testing and/or leave do not remain in our programs long enough to derive accurate reclassification measures.</p> <ul style="list-style-type: none"> • Chronic absenteeism rates are consistent with the above attendance rates. Absenteeism trends are also consistent with suspension and truancy trends. • Middle school dropout rates are difficult to derive due to the number of middle school students enrolled. Of those that are enrolled there have not been any documented dropouts. • High school dropout rates – significant decreased in between 12-13 and 13-14 • Graduation rates • Dropout rate is 6.7% using the countywide rate for 2014-2015 will show a substantial increase due to referral of long term 18+ year old independent study students to Adult Education in Summer, 2014 – these students are counted as “Drop Outs”. Individual school dropout rates reflect a substantial drop from 12-13 @ 59 students to 13-14 @ 20 students. Summer, 2014 – these students are counted as “Drop Outs” • Suspension rates: 13-14= 13.2; 12-13 =18.0 • Expulsion rates – not a valid measure – students are not expelled.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Community partnership events with staff, students, families and community partners Parent/Community campus clean – up Parent/Community wellness events	\$2,500 grant funding Staff salary Certificated @ \$199,554 Administration @ 231,513	3 parent/community wellness event took place across 2014-2015. Topics included: relationship building; drug/alcohol awareness and coping skills.	Certificated salaries \$1,706 Benefits \$294 Supplies \$500 Funding Source s LCFF Base \$2,000 Local \$500
Scope of service:	LEA wide	Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p>Monthly Peer to peer meetings</p> <p>Wellness plans</p>	<p>Staff salary Certificated @ \$199,554 Administration @ 231,513</p>	<p>Peer to peer meetings were not held in 14-15 as the program needs more time to develop.</p> <p>Student individual learning plans include wellness plans that are created at intake and updated as needed.</p>	<p>Certificated salaries \$6,808 Benefits \$1,091 Funding Source LCFF Base \$7,899</p>
<p>Scope of service:</p>	<p>LEA wide</p>	<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Staff to facilitate a student council to monitor cleanliness of campus</p>	<p>Staff cost included in Goal 2 - Action 2.</p>	<p>Students participated campus beautification activities.</p> <p>Probation support staff attempted to engage student leaders. The readiness among the student population for this level of infrastructure was inconsistent and therefore yielded limited results.</p>	<p>No additional costs</p>
<p>Scope of service:</p>	<p>LEA wide</p>	<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Staff will participate in annual emergency preparedness trainings</p>	<p>Staff cost included in Goal 2 - Action 2.</p>	<p>School safety plan updated with student and staff input. Regular drills conducted quarterly.</p>	<p>Certificated Salaries \$1,722 Classified salaries \$418 Benefits \$576 Funding Source LCFF Base \$2,716</p>
<p>Scope of service:</p>	<p>LEA wide</p>	<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Parents and community member campus clean – up events – School garden		\$7,000 Grant funding	Garden project initiated August 2014.		Services \$10,000 Funding Source LCFF Base
Scope of service:	LEA wide		Scope of service:	LEA wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal will continue with adjusted action steps.			

Original GOAL from prior year LCAP:	Goal 5 – Increase parent – guardian involvement and awareness of programs and services		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8_x COE only: 9_x 10_x Local : Specify _____
Goal Applies to:	Schools: County Community Schools, Juvenile Court	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Students will recognize the benefit of school and community support teams. Students connect individual goals and offered services. Students feel safe and supported.		Actual Annual Measurable Outcomes:
			<ul style="list-style-type: none"> Attendance rate: <ul style="list-style-type: none"> 12 – 13 =67%; 13-14 = 67% 14-15 68%) – relatively stable/year to year comparison Chronic absenteeism rates are consistent with the above attendance rates. Absenteeism trends are also consistent with suspension and truancy trends. Middle school dropout rates are difficult to derive due to the number of middle school students enrolled. Of those that are enrolled there have not been any documented dropouts.

			<ul style="list-style-type: none"> • High school dropout rates – significant decreased in between 12-13 and 13-14. • Graduation rates – MCS uses the countywide rate – 90.8%. Individual analysis of student rates suggest that a fairly stable number of students are graduating across 12-13, 13-14 and 14-15. • Dropout rate for 2014-2015 will show a substantial increase due to referral of long term 18+ year old independent study students to Adult Education in Summer, 2014 – these students are counted as “Drop Outs” Dropout rate is 6.7% using the countywide rate for 2014-2015 will show a substantial increase due to referral of long term 18+ year old independent study students to Adult Education in Summer, 2014 – these students are counted as “Drop Outs”. Individual school dropout rates reflect a substantial drop from 12-13 @ 59 students to 13-14 @ 20 students. • Suspension rates: 13-14= 13.2; 12-13 =18.0 • Expulsion rates – not a valid measure – students are not expelled. • About 25% of parents participated in at least of schoolwide event in 2014-2015. • Master Calendar for school wide events updated.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Inventory, description and schedule of service providers	\$ Staff salary Certificated @ \$199,554 Administration @ 231,5130	An Inventory of all services and programs available to our students was developed and is regularly updated and shared with parents as a part of the intake process. This is also reviewed at the Site Council meetings.	Costs accounted for in Goal 2; Action 2
Scope of service:	LEA wide	Scope of service:	LEA wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Create schedule of service providers</p> <p>Collaborate with service provider to align provider goals with school goals</p>		<p>\$ Staff salary Certificated @ \$199,554 Administration @ 231,5130</p>	<p>Calendar of providers is included in all intake interviews.</p> <p>Program participation includes the involvement of parents in the establishment of individual learning plans for all students and IEP goal development.</p>	<p>Costs accounted for in Goal 2; Action 2</p>
<p>Scope of service:</p>	<p>LEA wide</p>		<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL*</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> <p>*This goal was represented in both sections of the 2014-2015 LCAP</p>			<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Presentation to school community about services offered to Alternative Education Students.</p>		<p>\$ Staff salary Certificated @ \$199,554 Administration @ 231,5130</p>	<p>Service providers are included in weekly staff meetings and present information about their programs as needed.</p>	<p>Costs accounted for in Goal 2; Action 2</p>
<p>Scope of service:</p>	<p>LEA wide</p>		<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Presentations and engagement opportunities to school community, parent/guardian newsletter – including translation</p>		<p>\$ Staff salary Certificated @ \$199,554 Administration @ 231,5130</p>	<p>Inventory of all services and programs available to our students was developed and is regularly updated and shared with parents as a part of the intake process. This is also reviewed at the Site Council meetings.</p> <p>Parent newsletter was produced each semester and sent vis US mail to all households.</p>	<p>Costs accounted for in Goal 2; Action 2</p>
<p>Scope of service:</p>	<p>LEA wide</p>		<p>Scope of service:</p>	<p>LEA wide</p>
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Translation – professional expert	\$27,000 – Title I/Federal fund	Professional experts have provided translation for all site council meetings and parent education opportunities. Spanish translation provided as needed at student intake meetings, parent/admin conferences, parent teacher conferences and IEPs.	Classified salaries \$4,866 Benefits \$933 Funding Sources LCFF \$3,588 Federal \$2,210
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will continue with modification of the action steps as it pertains to parent participation in the form of engaging in local community activities.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$160,050</u>
<p>The Marin County Office of Education’s Alternative Education program is operated on a countywide basis. The majority (76%) of the students in this program are English learners, low income or foster youth students. To ensure support to this population of students we have integrated the development and use of individual social/emotional and academic learning plans, tutoring services, and quarterly parent events around wellness and program support services. These additional resources provided to students are principally directed to offer a greater understanding of how to meet the needs of individual students and support their parent/guardians in understanding the services the program provides.</p>	

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

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

21.61	%
<p>To increase or improve the services provided to this targeted population of students we have created school “families” that conduct regular reviews of students individual learning plans and provide additional direct outreach to parents to engage them in participating in wellness events as well as informational meetings regarding school support services. For our targeted population of students we offer additional outreach resources, such as individual transportation to meetings and or school functions as well as a separate opportunity of gathering with parents/guardians in order to walk them through support services in a small group setting. For example, with each of the scheduled quarterly parent outreach events, we offer translators and additional one-on-one time that represents approximately 50% more in services to the parents of English learners, low income and to the foster parents of foster youth students. Each quarterly meeting is scheduled for one hour, with an additional 30 minutes or more offered to these identified families.</p>	

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).