

**Introduction:**

**LEA:** San Joaquin County Office of Education **Contact (Name, Title, Email, Phone Number):** James Mousalimas, County Superintendent of Schools, [jmousalimas@sjcoe.net](mailto:jmousalimas@sjcoe.net), 209.468.9107 **LCAP Year:** 2015-16

### ***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>The County Office LCAP committee determined, with advice from the CDE, that County Operated Schools and Programs should be the only entity included in the SJCOE LCAP due to the direct services to students it provides in its court and community school programs.</p> <p>The county board was updated monthly on the LCAP process and progress. This information was also shared with the teacher’s union during scheduled negotiation meetings.</p> | <p>Through these LCAP Leadership Team meetings the San Joaquin County Office of Education, County Operated Schools and Programs determined which pieces of data would be collected for the various sections.</p> <p>The Assistant Superintendent for County Operated School Programs provided updates and information requested to the board; and to the bargaining unit during regularly scheduled meetings.</p> |

Stakeholder meetings were held February 12th and April 22nd for various stakeholder groups including: Parents, community members, school site councils, certificated staff, classified staff, and local bargaining unit board members. A brief review of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) was presented at the meetings. The Single Plan for Student Achievement and WASC Self Study and Action Plan were presented. In the February meeting the participants were divided into working groups, evaluated data, and offered feedback. In April, the individual goals and actions were reviewed and ideas for continuing, ceasing or considering actions were solicited by individuals. Staff was present to assist or provide clarification for stakeholders.

Surveys were given to community partners of services, support staff, teaching staff, parents, and students during the month of January 2015.

A draft version of the LCAP was reviewed with the Parent Advisory & English Learner Advisory Committees for final input on March 25, 2015.

A draft version of the LCAP was posted on the SJCOE website for public review and comment June 17 through June 22, 2015.

On June 22, 2015, a Public Hearing is scheduled where the LCAP, along with the budget, will be presented to the SJCOE Board.

Data was reviewed by the Leadership Team and identified trends related to the 2013/2014 LCAP goals were highlighted for stakeholders. Data was broken down by demographics as well as the state priority areas. Additional discussion was present related to addressing deeper causes of challenges identified by reviewing data and actions related to LCAP goals. Suggestions for possible solutions for the challenges were offered and considered by the LCAP committee.

The survey results were compiled to provide additional information and feedback regarding program goals and student progress.

The stakeholder feedback was as follows:

1. Break data down for more detailed information regarding subgroups.
2. Track tutoring and extra services regarding student outcomes, frequency of services and curriculum used.
3. There is a need for more grade appropriate materials.
4. A need for more involvement regarding foster parents.
5. Improve data team discussions
6. Identify alternative means of assessment for student achievement.
7. Consistency of academic rigor at teacher professional development level.
8. Post grad monitoring
9. Clear availability of higher level classes.
10. Establish consistent culture of rigor.
11. We need data that includes a more consistent trend with the same students.

The feedback has been added to our 3-year plan.

Participants were able to review goals and actions, ask questions, receive clarification and suggest items for consideration for the LCAP.

On June 24, 2015, the LCAP and Budget will be brought, for approval, to the SJCOE Board of Education.

**Annual Update:**

Stakeholder meetings were held to discuss the mis-match of the first 5 goals of SJCOE's 14-15 LCAP in connection with the metrics associated with the 8 State Priorities. We quickly came to the realization, that while we do provide the services connected to 14-16 Goals 1-5, they are services that are provided to districts within our county and region and have impact on their student and instructional staff population on a much greater impact than our own students and instruction staff. We discussed that using our own County Operated Student Data for the priority metrics didn't really represent the impact of the actions and services provided in 14-15 Goals 1-5, nor could we compile the data from participating LEAs for the purpose of measurement. While we think Goals 1-5 are important, and we will continue to provide the services, it was apparent as a result of the Annual Update discussions in the fall of 2104, that these Goals are not appropriate for SJCOEs LCAP.

Need: Improving student attendance will increase student achievement as well as student safety in the community.

Metric: -Parent/Student Survey Results(Needs Assessment)

- Attendance Rates
- 1yr HS Graduation Rate
- Suspension Rates
- County Plan For Expelled Youth

Students in our programs struggle with daily life. Their challenges supersede those of students in a traditional setting. By

**Annual Update:**

After considerable discussion with Stakeholder Groups, it was determined in the fall of 2014 that several of our goals in the 14-15 LACP were not appropriate for the LCAP. While the services mentioned in 14-15 Goals 1-5 are services provided by San Joaquin County Office of Education, they are services that we provide to our Districts, there for the metrics for measurement required for the 8 State Priorities are not really applicable. The outcome of stakeholder discussions determined that we would remove 14-15 Goals 1-5 in the 15-16 LCAP, and that the remaining goals would address the 8 State Priorities and allow for measurement of progress within our own Student Programs. 14-15 Goals 1-5 were removed from the LCAP moving forward in 15-16.

Student attendance is reviewed daily shared via email.

Intervention admin and his coordinated team of intervention partners intervene with services to truants and their families.

Review of agency referrals of students to the program and health information collected at enrollment allow appropriate referrals for services including one. STOP mental health services or CAPC support and Truancy Intervention site placement when appropriate.

Quarterly Truancy Task Force collaboration and sweeps allow teams of partners to provide outreach to students and their families in need of assistance.

Stakeholders determined the actions taken to reach this goal were effective and could be expanded upon with additional support staff and collaboration with additional community partners of practice.

focusing on attendance, a higher percentage of students will be in a safe, learning environment where students can focus on attaining skills that will help them reach their goals academically and keep them safe from the dangers they face in their communities outside of school. Overall program attendance will increase by 1% while maintaining individual site goals ranging from 85%-95%.

Need: To improve academic achievement for all students through mastery of the Common Core Standards. Consistent, rigorous and relevant lessons plans will be the vehicle for growth.

Metric: -Common Core Implementation

- NWEA Results (local assessment)
- State Assessment results (STAR, CAHSEE, CELDT), College and Career Ready, AMAO 1,2 or 3, and Reclassification rates: are not reliable measures due to low

Program-wide Instructional Norms were developed by all teaching staff and are posted in every classroom for constant use, review and assessment by students, teachers, parents, support staff, admins ad all other stakeholders. Professional development opportunities increased for administration. Choice and voice of the instructional staff dictated a portion of their individual professional development as determined by teacher surveys. Curricular experts are contracted to assist with all professional development. English Language Development curriculum was adopted and staff trained in its implementation. ELD needs and services of students is transitioned between LEAs.

Vendors of Reading and Math intervention tools have presented to a small team of administrators. Read 180 implementation discussed in ELA group. Math Leadership Team piloting math remediation program. Admin support staff provided MAP score reports for use at individual sites and program-wide for WASC, SSC and LCAP.

Tutoring opportunities at sites were maintained at the same level as the prior school year per declining enrollment. Stakeholders determined these actions were effective in meeting the goals and

continuous enrollment

• AP exams are not taken in COE programs at this time.

• EAP results: are not reliable data due to low student participation. -

Parent/Student Survey Results(Needs

Assessment)

• Attendance Rates

• 1yr HS Graduation Rate

• Suspension Rates

• COE Plan for Expelled

Youth

By increasing the consistency of rigor throughout our program, students will become critical thinkers, master the Common Core Standards, and be better equipped to become the leaders of tomorrow.

Need: To improve all areas of growth for students through establishing and growing relationships between our program, students, parents and the community.

Metric: - Parent/Student Survey Results(Needs Assessment)

• Attendance Rates

added suggestions to support continued progress.

Collaborated with SJ Co Probation in daily student attendance support. Also collaborated on the 20 year anniversary of the partnership of SJ Co Probation with SJCOE for the support of students. Student services staff review all district student referrals to determine possible interventions (Mental Health, Truancy, Credit Recovery) and possible site placement upon enrollment. Student Awards Night identified student leaders for recognition. A similar process will be used to determine on-going student leaders for input on quests and concept of one. activities. Concept of one. integrated into program curriculum by in house writers of

- 1yr HS Graduation Rate
- Suspension Rates
- Parent Participation rates
- Effort to seek Parent Participation
- County Plan For Expelled Youth
- COE Foster Youth Consortium

Students will grow academically and personally. As relationships are established and nurtured, they begin to view their community as a resource for their success and realize their individual potential.

~students will attend school more frequently

~students academic scores will increase

~students will earn more credits

~there will be an increase in high school graduates

~drop-out rates will decline

~delinquency and truancy will decline

~student safety will increase

curriculum.

Met with CAPC directors to determine expanded partnership to serve students.

Personal phone call invitations from school site staff to parents and families to SSC, DELAC, WASC Leadership, LCAP, Student Awards Night and Parent/Teacher Conferences.

Developed job description and posting for Campus Monitors for larger daily attendance school sites to assist with site management and student support.

Stakeholders have determined these actions were effective in meeting the goals and made suggestions for additional strategies to consider.



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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

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| GOAL 1: | Improve student attendance, by decreasing truancy. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
|---------|--|--|

|                   |  |
|-------------------|--|
| Identified Need : | Need: Improving student attendance will increase student achievement as well as student safety in the community.<br><br>Data reviewed: -Parent/Student Survey Results(Needs Assessment) <ul style="list-style-type: none"> <li>• Attendance Rates</li> <li>• 1yr HS Graduation Rate</li> <li>• Suspension Rates</li> <li>• County Plan For Expelled Youth</li> </ul> |
|-------------------|--|

|                  |   |
|------------------|---|
| Goal Applies to: | Schools: All<br>Applicable Pupil Subgroups: All |
|------------------|---|

**LCAP Year 1: 2015-16**

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|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Overall program attendance will increase by 1% from 82% in community schools and 95% in Cruikshank court school.<br>Chronic Absenteeism Rate (Students > 17 absences) will decrease by 10 students in community and 1 student in Cruikshank court school from 2013/14 Community 214 Cruikshank 14.<br>Middle School Drop Out Rate will be maintained at 0 students in Cruikshank Court School and 2 students for Community from in 2013/14.<br>High School Drop Out Rate for Community and Cruikshank Court will decrease 5% to 12.5% from 13.1% in 2013/14.<br>High School graduation rate will increase 2% in Community and Cruikshank Court from 80.1% in 2013/14.<br>Pupil suspension rate will decrease 2% from 741 in Community and 219 in Cruikshank Court in 2013/14 to 726 and 215.<br>Pupil expulsion rate in Community will decrease to 2 from 3 in 2013/14 and maintain at 0 in Cruikshank Court.<br>Student, Parent and Teacher Survey of feeling safe results will continue to reflect a high regard for school safety by parents (92.5%) and students (82.35%). Those percentages will increase by 3 percentage points in the coming year. Teachers' feeling of safety will increase from 64.45% to 70%.<br>Student Survey results of connectedness to school will improve 10% from 62.57% of students feel their teacher cares about them and students believing their teachers understand their life outside of school will improve from 51.10% to 55%.<br>Parent Survey results of comfort communicating with their student's teachers will be maintained at 98.82% as well as their belief their student's teacher cares about their student's success which is 98.25%. |
|--------------------------------------|--|

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures   |
|---|------------------|--|---|
| 1.1 Connect targeted students with community resources to assist with attendance improvement. | Countywide       | <input checked="" type="checkbox"/> All<br>OR: _____   | Connect targeted students with community resources to assist with attendance improvement. |

|   |                   |  |  |
|---|-------------------|--|--|
|   |                   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>   | <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 158612</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 158612</li> <li>4000-4999: Books And Supplies Supp/Conc 800</li> <li>4000-4999: Books And Supplies Base 1200</li> <li>5000-5999: Services And Other Operating Expenditures Base 113700</li> <li>5000-5999: Services And Other Operating Expenditures Supp/Conc 113700</li> </ul>   |
| <p>1.2 Expand the number of agencies participating in truancy task force meetings and truancy sweeps.</p> | <p>Countywide</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <ul style="list-style-type: none"> <li>Expand the number of agencies participating in truancy task force meetings and truancy sweeps.</li> <li>1000 - 3000 Salaries &amp; Benefits Base 99255</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 99254</li> <li>4000-4999: Books And Supplies Supp/Conc 500</li> <li>4000-4999: Books And Supplies Base 1200</li> <li>5000-5999: Services And Other Operating Expenditures Base 102400</li> <li>5000-5999: Services And Other Operating Expenditures Supp/Conc 102400</li> </ul> |
| <p>1.3 Maintain Attendance Leadership Committee.</p>  | <p>All</p>        | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <ul style="list-style-type: none"> <li>Maintain attendance leadership committee.</li> <li>1000 - 3000 Salaries &amp; Benefits Base 147335</li> <li>4000-4999: Books And Supplies Base 2730</li> <li>5000-5999: Services And Other Operating Expenditures Base 26300</li> </ul>   |
| <p>1.4 Expand the number of one.STOP Mental Health Clinicians.</p>  | <p>Countywide</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <ul style="list-style-type: none"> <li>Expand the number of one.STOP Mental Health Clinicians.</li> <li>1000 - 3000 Salaries &amp; Benefits Base 169740</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 169739</li> <li>4000-4999: Books And Supplies Supp/Conc 700</li> <li>4000-4999: Books And Supplies Base 1100</li> <li>5000-5999: Services And Other Operating Expenditures Base 125000</li> </ul>   |

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|   |            |  | 5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 100000  |
| 1.5 Maintain on-going Truancy Intervention Site services for transitioning students at our traditional school sites.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | On-going Truancy Intervention Site services for transitioning students at our traditional school sites.<br>1000 - 3000 Salaries & Benefits<br>Base 125450<br>1000 - 3000 Salaries & Benefits Supp/Conc 125450<br>4000-4999: Books And Supplies Base 1250<br>4000-4999: Books And Supplies Supp/Conc 1000<br>5000-5999: Services And Other Operating Expenditures<br>Base 56250<br>5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 56250 |
| 1.6 Hire an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force. | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Hire an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.<br>2000 - 3000 Salaries & Benefits<br>Supp/Conc 68335<br>4000-4999: Books And Supplies Supp/Conc 500  |
| 1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.                   | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 128118<br>4000-4999: Books And Supplies Supp/Conc 1300  |
| 1.8 Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:   | Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 75169<br>4000-4999: Books And Supplies Supp/Conc 1350  |

|  |            | (Specify)  |  |
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| 1.9 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.                                      | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 85867<br><hr/> 4000-4999: Books And Supplies Supp/Conc 550   |
| 1.10 Maintain the number of one.STOP Mental Health clinicians to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.                    | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Maintain the number of one.STOP Mental Health clinicians. To better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students. Primary grant funding cut effective June 2015.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 339479<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1733<br><hr/> 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400               |
| 1.11 Ongoing Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Add sites. | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | On-going Truancy Intervention Sites' services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Additional site and Student services support FTE.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 85867<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1300<br><hr/> 5000-5999: Services And Other Operating Expenditures Supp/Conc 100000 |
| 1.12 Hire campus intervention monitors for large daily attendance sites to improve site safety.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Hire campus intervention monitors for large daily attendance sites to improve site safety.<br>2000 - 3000 Salaries & Benefits<br>Supp/Conc 127128  |

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| <p>1.13 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Maintain counselor to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 161928<br/> 4000-4999: Books And Supplies Supp/Conc 2500<br/> 5000-5999: Services And Other Operating Expenditures Supp/Conc 2400</p> |
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**LCAP Year 2: 2016-17**

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Overall program attendance will increase by 1% from 82% in community schools and 95% in Cruikshank court school.<br/> Chronic Absenteeism Rate (Students &gt; 17 absences) will decrease by 10 students in community and 1 student in Cruikshank court school from 2013/14 Community 214 Cruikshank 14.<br/> Middle School Drop Out Rate will be maintained at 0 in Cruikshank Court School and decreased 5% to 2.2 for Community from 2.3 in 2013/14.<br/> High School Drop Out Rate for Community and Cruikshank Court will decrease 5% to 12.5% from 13.1% in 2013/14.<br/> High School graduation rate will increase 2% in Community and Cruikshank Court from 80.1% in 2013/14.<br/> Pupil suspension rate will decrease 2% from 741 in Community and 219 in Cruikshank Court in 2013/14 to 726 and 215.<br/> Pupil expulsion rate in Community will decrease to 2 from 3 in 2013/14 and maintain at 0 in Cruikshank Court.<br/> Student, Parent and Teacher Survey results will continue to reflect a high regard for school safety and connectedness.</p> |
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| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|-------------------|--|---|
| <p>1.1 Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.</p> | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Base 159597<br/> 1000 - 3000 Salaries &amp; Benefits Supp/Conc 159597<br/> 4000-4999: Books And Supplies Base 1200<br/> 4000-4999: Books And Supplies Supp/Conc 800<br/> 5000-5999: Services And Other Operating Expenditures Base 113700<br/> 5000-5999: Services And Other Operating Expenditures Supp/Conc 113700</p> |
| <p>1.2 Maintain the number of agencies participating in truancy task force meetings and truancy sweeps.</p>  | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils</p>  | <p>Maintain the number of agencies participating in truancy task force meetings and truancy sweeps.</p>   |

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|   |                   | <ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>   | <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 103226</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 103226</li> <li>4000-4999: Books And Supplies Base 1200</li> <li>4000-4999: Books And Supplies Supp/Conc 500</li> <li>5000-5999: Services And Other Operating Expenditures Base 102400</li> <li>5000-5999: Services And Other Operating Expenditures Supp/Conc 102400</li> </ul>   |
| <p>1.3 The Attendance Leadership Committee will work to establish new goals and incentives for perfect attendance students.</p>                                       | <p>All</p>        | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <p>The Attendance Leadership Committee will work to establish new goals and incentives for perfect attendance students.</p> <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 151755</li> <li>4000-4999: Books And Supplies Base 2866</li> <li>5000-5999: Services And Other Operating Expenditures Base 27615</li> </ul>  |
| <p>1.4 Maintain one.STOP Mental Health Clinicians will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.</p> | <p>Countywide</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <p>Maintain one.STOP Mental Health Clinicians will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.</p> <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 176530</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 176529</li> <li>4000-4999: Books And Supplies Base 1100</li> <li>4000-4999: Books And Supplies Supp/Conc 700</li> <li>5000-5999: Services And Other Operating Expenditures Base 125000</li> <li>5000-5999: Services And Other Operating Expenditures Supp/Conc 100000</li> </ul> |
| <p>1.5 Maintain on-going daily truancy intervention site services will be maintained for transitioning students throughout the program.</p>                           | <p>Countywide</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <p>Maintain on-going daily truancy intervention Site services will be maintained for transitioning students throughout the program.</p> <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 130469</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 130468</li> <li>4000-4999: Books And Supplies Base 1200</li> <li>4000-4999: Books And Supplies Supp/Conc 1050</li> </ul>   |

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|   |            |  | 5000-5999: Services And Other Operating Expenditures Base 56250   |
|   |            |  | 5000-5999: Services And Other Operating Expenditures Supp/Conc 56250  |
| 1.6 Maintain an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force. | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Maintain an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force..<br>2000 - 3000 Salaries & Benefits<br>Supp/Conc 71089<br>4000-4999: Books And Supplies Supp/Conc 500 |
| 1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.                       | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 133242<br>4000-4999: Books And Supplies Supp/Conc 1400                      |
| 1.8 Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.  | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 78177<br>4000-4999: Books And Supplies Supp/Conc 1400  |
| 1.9 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.                                   | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 89301<br>4000-4999: Books And Supplies Supp/Conc 550                                    |

|  |                   | (Specify)   |  |
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| <p>1.10 Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>  | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 353059<br/> <hr/> 4000-4999: Books And Supplies Supp/Conc 1735<br/> <hr/> 5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 2400</p>  |
| <p>1.11 Evaluate previous Truancy Inttervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.</p>            | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Evaluate previous Truancy Inttervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites..<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 89301<br/> <hr/> 4000-4999: Books And Supplies Supp/Conc 1300<br/> <hr/> 5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 100000</p>          |
| <p>1.12 Maintain campus intervention monitors for large daily attendance sites to improve site safety.</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                                  | <p>Maintain campus intervention monitors for large daily attendance sites to improve site safety.<br/> 2000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 132213</p>   |
| <p>1.13 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 168405<br/> <hr/> 4000-4999: Books And Supplies Supp/Conc 2500<br/> <hr/> 5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 2400</p> |

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|  |  | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) |  |
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**LCAP Year 3: 2017-18**

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| Expected Annual Measurable Outcomes: | Overall program attendance will increase by 1% from 82% in community schools and 95% in Cruikshank court school.<br>Chronic Absenteeism Rate (Students > 17 absences) will decrease by 10 students in community and 1 student in Cruikshank court school from 2013/14 Community 214 Cruikshank 14.<br>Middle School Drop Out Rate will be maintained at 0 in Cruikshank Court School and decreased 5% to 2.2 for Community from 2.3 in 2013/14.<br>High School Drop Out Rate for Community and Cruikshank Court will decrease 5% to 12.5% from 13.1% in 2013/14.<br>High School graduation rate will increase 2% in Community and Cruikshank Court from 80.1% in 2013/14.<br>Pupil suspension rate will decrease 2% from 741 in Community and 219 in Cruikshank Court in 2013/14 to 726 and 215.<br>Pupil expulsion rate in Community will decrease to 2 from 3 in 2013/14 and maintain at 0 in Cruikshank Court.<br>Student, Parent and Teacher Survey results will continue to reflect a high regard for school safety and connectedness. |
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| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|---|------------------|---|---|
| 1.1 Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement. | Countywide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Evaluate: targeted students with community resources, previous interventions and connect with additional resources, as warranted, to meet individual student needs to assist with attendance improvement.<br>1000 - 3000 Salaries & Benefits Base 165981<br>1000 - 3000 Salaries & Benefits Supp/Conc 165981<br>4000-4999: Books And Supplies Base 1200<br>4000-4999: Books And Supplies Supp/Conc 800<br>5000-5999: Services And Other Operating Expenditures Base 113700<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 113700 |
| 1.2 Maintain the number of agencies participating in truancy task force meetings and truancy sweeps.  | Countywide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils  | Maintain the number of agencies participating in truancy task force meetings and truancy sweeps.  |

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|   |                   | <ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>   | <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 107355</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 107355</li> <li>4000-4999: Books And Supplies Base 1200</li> <li>4000-4999: Books And Supplies Supp/Conc 500</li> <li>5000-5999: Services And Other Operating Expenditures Base 102400</li> <li>5000-5999: Services And Other Operating Expenditures Supp/Conc 102400</li> </ul>   |
| <p>1.3 The Attendance Leadership Committee will work to establish new goals and incentives for perfect attendance students.</p>                                       | <p>All</p>        | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <p>The Attendance Leadership Committee will work to establish new goals and incentives for perfect attendance students.</p> <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 156309</li> <li>4000-4999: Books And Supplies Base 2866</li> <li>5000-5999: Services And Other Operating Expenditures Base 27615</li> </ul>  |
| <p>1.4 Maintain one.STOP Mental Health Clinicians will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.</p> | <p>Countywide</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <p>Maintain one.STOP Mental Health Clinicians will collaborate with school site staff to integrate behavior support curriculum/strategies into daily lessons.</p> <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 183592</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 183591</li> <li>4000-4999: Books And Supplies Base 1100</li> <li>4000-4999: Books And Supplies Supp/Conc 700</li> <li>5000-5999: Services And Other Operating Expenditures Supp/Conc 281255</li> </ul> |
| <p>1.5 Maintain on-going daily truancy intervention site services will be maintained for transitioning students throughout the program.</p>                           | <p>Countywide</p> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All</li> <li>OR:</li> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul> | <p>Maintain on-going daily truancy intervention site services will be maintained for transitioning students throughout the program.</p> <ul style="list-style-type: none"> <li>1000 - 3000 Salaries &amp; Benefits Base 135687</li> <li>1000 - 3000 Salaries &amp; Benefits Supp/Conc 135687</li> <li>4000-4999: Books And Supplies Base 1200</li> <li>4000-4999: Books And Supplies Supp/Conc 1050</li> <li>5000-5999: Services And Other Operating Expenditures Base 56250</li> </ul>                                |

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|   |            |  | 5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 56250  |
| 1.6 Maintain an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force. | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Maintain an intervention services clerk to assist with truancy monitoring and documentation, transition between LEAs, coordination of support agency services, SARB and Truancy Task Force.<br>2000 - 3000 Salaries & Benefits<br>Supp/Conc 73933<br><hr/> 4000-4999: Books And Supplies Supp/Conc 500 |
| 1.7 Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.                       | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Connect targeted Foster Youth, Low Income, English Learners and redesignated English Learner students with community resources to assist with attendance improvement.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 138571<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1400                     |
| 1.8 Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Expand the number of agencies participating in Truancy Task Force meetings and truancy sweeps. Ensure translators are present for home visits.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 81303<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1400   |
| 1.9 Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.                                   | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Maintain Attendance Leadership Committee. Track attendance data specific to Foster Youth, Low Income, English Learners and redesignated English Learners.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 92873<br><hr/> 4000-4999: Books And Supplies Supp/Conc 550                                   |

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| <p>1.10 Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>  | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Maintain the one.STOP mental health clinician staff to better meet the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 367183</p> <hr/> <p>4000-4999: Books And Supplies Supp/Conc 1735</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 2400</p>  |
| <p>1.11 Evaluate previous Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.</p>             | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Evaluate previous Truancy Intervention Site services for Foster Youth, Low Income, English Learners and redesignated English Learner students transitioning to our traditional school sites. Review sites.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 92873</p> <hr/> <p>4000-4999: Books And Supplies Supp/Conc 1300</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 100000</p>            |
| <p>1.12 Maintain campus intervention monitors for large daily attendance sites to improve site safety.</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                                  | <p>Maintain campus intervention monitors for large daily attendance sites to improve site safety.<br/> 2000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 137502</p>   |
| <p>1.13 Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Maintain counselor and provide on-going services to meet the needs and to assist Foster Youth, Low Income, English Learners, and redesignated English Learners in meeting their needs in the area of daily attendance.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 175140</p> <hr/> <p>4000-4999: Books And Supplies Supp/Conc 2500</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 2400</p> |

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

|                          |  |  |
|--------------------------|--|--|
| <p>GOAL 2:</p>           | <p>To improve academic rigor and consistency across student programs.</p>  | <p>Related State and/or Local Priorities:<br/>         1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br/><br/>         COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/><br/><br/>         Local : Specify</p> |
| <p>Identified Need :</p> | <p>Need: To improve academic achievement for all students through mastery of the Common Core Standards. Consistent, rigorous and relevant lessons plans will be the vehicle for growth.</p> <p>Metric: -Common Core Implementation</p> <ul style="list-style-type: none"> <li>• NWEA Results (local assessment)</li> <li>• State Assessment results (STAR, CAHSEE, CELDT), College and Career Ready, AMAO 1,2 or 3, and Reclassification rates: are not reliable measures due to low continuous enrollment</li> <li>• AP exams are not taken in COE programs at this time.</li> <li>• EAP results: are not reliable data due to low student participation. - Parent/Student Survey Results(Needs Assessment)</li> <li>• Attendance Rates</li> <li>• 1yr HS Graduation Rate</li> <li>• Suspension Rates</li> <li>• COE Plan for Expelled Youth</li> </ul> |  |
| <p>Goal Applies to:</p>  | <p>Schools: All</p> <p>Applicable Pupil Subgroups:</p>   | <p>All</p>   |

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

As verified by the SARC and Williams Report:  
 The number of teachers assigned in Community Schools with out their full credential will decrease from 3 to 2.  
 The number of teachers working outside their subject area of competence in Community Schools will remain at 0.  
 The number of teachers assigned in Cruikshank Court School without their full credential or working outside their subject area of competence will remain at 0.

All students will continue to have access to supplemental and core resources which align with common core as well as teacher developed program curriculum using CCSS. EL strategies will be integrated into the teacher developed curriculum which will be maintained online for equal access for all students and teachers. Students will continue to have access to Edmentum's online learning solutions which provides coursework that is aligned with California Standards. The math department will continue to pilot CCSS aligned curriculum and will adopt a curriculum this academic year.

School Maintenance and Repair - The condition of the Community Schools facilities will maintain "good" rating or earn "exemplary" overall. Cruikshank Court School operates in facilities owned and maintained by San Joaquin County (not the Office of Education).

Teachers will continue monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar as verified by teacher/administrator sign in sheets.

School schedules will maintain one period of time per day specifically for EL instruction. Edge Curriculum designed to enhance student acquisition of English proficiency will continue to be used during this period of time. An EL instruction PLC subgroup will be developed for monthly collaboration. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule and maintained in employee personnel files in HR.

The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.

The program-wide 85% of students will attaining their growth goal in RIT. RIT reading scores will improve 5.5% from 205 to 216 and The RIT math scores will improve 6.1% annually from 211 to 223.

Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

Community Schools CAHSEE Test passing rate will improve 2% from 28% to 30% in Math and 3% in ELA from 23% to 26%.

Cruikshank Court Schools CAHSEE Test passing rate will improve 2% from 32% to 34% in Math and 3% in ELA from 24% to 27%.

The number of students assessed using CELDT will increase by 4% from 176 to 183.

The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Percentage of EL students made annual progress on the CELDT will improve from 37.6% to 39%.

Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP

participation/pass rate is not applicable. All students will have access to a-g and AP coursework via Edmentum.

API is no longer used by the State of California.

In the Community and Court school programs, all students, including unduplicated and exceptional needs students, have access to and are enrolled in the same base core education program. Additional programs and services are provided to EL students and Special Education students to meet their needs within the educational setting as needed. On-line courses are available to all students for credit recovery or advanced course work. This level of course access is verified by program schedules, on-line programs, class rosters, IEPs, and lesson plans. We will maintain this level of course access for all students.

Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

Collaboration between Dependency Courts and SJCOE FYS means communication, support and investment in foster youth's education future.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- \* Review and brainstorm difficult cases that touch multiple agencies.
- \* Review all RCL 13 placement certifications, including mental health service funding.
- \* Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- \* Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPs, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|--|------------------|---|--|
| 2.1 Increase the number of professional development opportunities for County Operated Schools by one staff development day.                                | All              | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Increase the number of professional development opportunities for County Operated Schools by one staff development day.<br>1000 - 3000 Salaries & Benefits<br>Base 34826<br><hr/> 4000-4999: Books And Supplies Base 2500<br><hr/> 5000-5999: Services And Other Operating Expenditures<br>Base 7500                 |
| 2.2 Work with school sites on monitoring the implementation of the English Language Learner programs.  | Countywide       | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Work with school sites on monitoring the implementation of the English Language Learner programs.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 50159<br><hr/> 4000-4999: Books And Supplies Supp/Conc 2415  |
| 2.3 Professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms. | Countywide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 293960<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1000<br><hr/> 4000-4999: Books And Supplies Base 2500 |

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| <p>2.4 Professional development regarding knowledge of extracting multiple forms of data from Measures of Academic Performance or other assessment tool as determined by program staff.</p> | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                       | <p>Professional development regarding knowledge of extracting multiple forms of data from Measures of Academic Performance or other assessment tool as determined by program staff.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Base 20063</p> <hr/> <p>4000-4999: Books And Supplies Base 1000</p>   |
| <p>2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                       | <p>Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 21252</p> <hr/> <p>4000-4999: Books And Supplies Supp/Conc 2540</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 4200</p> |
| <p>2.6 Research and adopt reading and mathematics intervention programs.</p>  | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                       | <p>Research and adopt reading and mathematics intervention programs.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Base 137452</p> <hr/> <p>4000-4999: Books And Supplies Base 15350</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Base 11900</p>  |
| <p>2.7 Adopt and implement specific curriculum to address the needs of English Learner student population.</p>  | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Adopt and implement specific curriculum to address the needs of English Learner student population.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Supp/Conc 28871</p> <hr/> <p>4000-4999: Books And Supplies Supp/Conc 2888</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Supp/Conc 13556</p>                       |
| <p>2.8 Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL</p>                                | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils</p>  | <p>Continue English Language Learner professional learning community of teachers and administration to best meet the</p>  |

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| <p>students.</p>  |                   | <p><input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>  | <p>needs of EL and redesignated EL students.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 29370<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 1050<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Supp/Conc 5640</p>   |
| <p>2.9 Maintain the number of school sites offering tutoring for students.</p>  | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>                                  | <p>Maintain the number of school sites offering tutoring for students.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 51450<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 7800<br/> <hr/>                 4000-4999: Books And Supplies Base 20000<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Supp/Conc 15015<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Base 40000</p>   |
| <p>2.10 Evaluate current CAHSEE tutoring curriculum and strategies and develop plan for improvement of practice to address the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>   | <p>Countywide</p> | <p><input type="checkbox"/> All<br/>                 OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Evaluate current CAHSEE tutoring curriculum and strategies and develop plan for improvement of practice to address the needs of Foster Youth, Low Income, English Learners and redesignated English Learner students.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 542906<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 1575</p>  |
| <p>2.11 Improve outreach and advertising of the variety of SES tutoring/support services available to students by including a link on the webpage and regular newsletter and personal telephone outreach to increase the number of Foster Youth, Low Income, English Learners and redesignated English Learner students taking advantage of these services.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/>                 OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Improve outreach and advertising of the variety of SES tutoring/support services available to students by including a link on the webpage and regular newsletter and personal telephone outreach to increase the number of Foster Youth, Low Income, English Learners and redesignated English Learner students taking advantage of these services.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 30869<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 2500<br/> <hr/>                 4000-4999: Books And Supplies Base 15000<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Base 25760</p> |
| <p>2.12 Continue to monitor the Highly Qualified Teachers</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All</p>  | <p>Continue to monitor the Highly Qualified Teachers and</p>   |

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| <p>and appropriate placement of instructional staff.</p>                     | <p>e</p>   | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>   | <p>appropriate placement of instructional staff.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 6846362</p> <hr/> <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 1458452</p>   |
| <p>2.13 Maintain standards based instructional materials and curriculum.</p> | <p>All</p> | <p><input checked="" type="checkbox"/> All<br/>                 -----<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Standards based instructional materials and curriculum will be adopted.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 482716</p> <hr/> <p>4000-4999: Books And Supplies Base 20000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/>                 Base 23500</p> |

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

The number of teachers assigned in Community Schools with out their full credential will decrease from 3 to 2.  
 The number of teachers working outside their subject area of competence in Community Schools will remain at 0.  
 The number of teachers assigned in Cruikshank Court School without their full credential or working outside their subject area of competence will remain at 0.

All students will continue to have access to supplemental and core resources which align with common core as well as teacher developed program curriculum using CCSS. EL strategies will be integrated into the teacher developed curriculum which will be maintained online for equal access for all students and teachers. Students will continue to have access to Edmentum's online learning solutions which provides coursework that is aligned with California Standards. The math department will continue to pilot CCSS aligned curriculum and will adopt a curriculum this academic year.

School Maintenance and Repair - The condition of the Community Schools facilities will maintain "good" rating or earn "exemplary" overall. Cruikshank Court School operates in facilities owned and maintained by San Joaquin County (not the Office of Education).

Teachers will continue monthly training in California Common Core State Standards and implementing and developing teacher designed lessons that utilize the Common Core State Standards. There will be monthly training and support in CCSS development for both teacher and administration per Professional Development calendar.

School schedules will maintain one period of time per day specifically for EL instruction. Edge Curriculum designed to enhance student acquisition of English proficiency will continue to be used during this period of time. An EL instruction PLC subgroup will be developed for monthly collaboration. Staff integration of Structures and Strategies for use with EL students will be monitored and evaluated by administration on the regular teacher observation schedule.

The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.

The program-wide 85% of students will attaining their growth goal in RIT. RIT reading scores will improve 5.5% from X to X and The RIT math scores will improve 6.1% annually.

Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

The number of students assessed using CELDT will increase by 4% from 176 to 183.

The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have access to a-g and AP coursework via Edmentum.

API is no longer used by the State of California.

Due to the large number/percentage of unduplicated students enrolled in court and community schools course access is the same for all students.

Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will continue to specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will continue to have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education will continue to have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

SJ Co FYS will continue collaboration between Dependency Courts and SJCOE FYS which means communication, support and investment in foster youth's education future.

SJ Co FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

- \* Review and brainstorm difficult cases that touch multiple agencies.
- \* Review all RCL 13 placement certifications, including mental health service funding.
- \* Review and certify all out of state placement youth from San Joaquin County, CPS and probation youth.
- \* Review mental health services on special cases

FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPs, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|------------------|--|---|
| 2.1 Increase the number of professional development opportunities for county operated schools by one staff development day.   | All              | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Increase the number of professional development opportunities for county operated schools by one staff development day.<br>1000 - 3000 Salaries & Benefits<br>Base 70500<br><hr/> 4000-4999: Books And Supplies Base 2500<br><hr/> 5000-5999: Services And Other Operating Expenditures Base 7500                             |
| 2.2 Work with school sites on monitoring the implementation of English Learner programs.  | Countywide       | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Work with school sites on monitoring the implementation of English Learner programs.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 52164<br><hr/> 4000-4999: Books And Supplies Supp/Conc 2415  |
| 2.3 Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.                           | Countywide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)<br>Expelled Pupils | Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 305716<br><hr/> 4000-4999: Books And Supplies Base 2500<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1000 |
| 2.4 Continue professional development regarding knowledge of extracting multiple forms of data from measures of Academic Performance or other assessment tool as determined by program staff. | All              | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Continue professional development regarding knowledge of extracting multiple forms of data from measures of Academic Performance or other assessment tool as determined by program staff.<br>1000 - 3000 Salaries & Benefits<br>Base 20866<br><hr/> 4000-4999: Books And Supplies Base 1000                                   |

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| <p>2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.</p>                                  | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>            | <p>Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 22101<br/>                 4000-4999: Books And Supplies Supp/Conc 2540<br/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Supp/Conc 4200</p>                                  |
| <p>2.6 Review data and maintain reading and mathematics intervention programs.</p>   | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>            | <p>Review data and maintain reading and mathematics intervention programs.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 142950<br/>                 4000-4999: Books And Supplies Base 15350<br/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Base 11900</p>   |
| <p>2.7 Continue specific curriculum to address the needs of English Learner student population.</p>  | <p>Countywide</p> | <p><input type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Continue specific curriculum to address the needs of English Learner student population.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 29948<br/>                 4000-4999: Books And Supplies Supp/Conc 2888<br/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Supp/Conc 13556</p>   |
| <p>2.8 Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 30467<br/>                 4000-4999: Books And Supplies Supp/Conc 1050<br/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Supp/Conc 5640</p> |
| <p>2.9 Review and maintain the number of school sites</p>  | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All</p>  | <p>Review and maintain the number of school sites offering</p>   |

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| <p>offering tutoring for students.</p>  | <p>e</p>          | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>   | <p>tutoring for students.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 53507<br/> <hr/>                 4000-4999: Books And Supplies Base 20000<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 7800<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Base 40000<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Supp/Conc 15015</p>                  |
| <p>2.10 Examine data on CAHSEE tutoring curriculum to determine which curriculum and instructional strategies provide the best academic results for Foster Youth, Low Income, English Learners and redesignated English Learner students.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/>                 OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Examine data on CAHSEE tutoring curriculum to determine which curriculum and instructional strategies provide the best academic results for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 564622<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 1575</p>  |
| <p>2.11 Continue to promote SES tutoring to students and parents to increase Foster Youth, Low Income, English Learners and redesignated EL student population.</p>   | <p>Countywide</p> | <p><input type="checkbox"/> All<br/>                 OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Continue to promote SES tutoring to students and parents to increase Foster Youth, Low Income, English Learners and redesignated EL student population.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 32105<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 2500<br/> <hr/>                 4000-4999: Books And Supplies Base 15000<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures<br/>                 Base 25760</p> |
| <p>2.12 Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>                                  | <p>Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 7142744<br/> <hr/>                 1000 - 3000 Salaries &amp; Benefits Supp/Conc 1494263</p>   |
| <p>2.13 Review standards based instructional materials and curriculum.</p>  | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/>                 OR:</p>   | <p>Review standards based instructional materials and curriculum.</p>  |

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|  |  | <ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul> | <p>1000 - 3000 Salaries &amp; Benefits<br/>Base 502024</p> <hr/> <p>4000-4999: Books And Supplies Base 20000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/>Base 23500</p> |
|--|--|---|---|

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:

The number of teachers assigned in Community Schools with out their full credential will decrease from 3 to 2.  
 The number of teachers working outside their subject area of competence in Community Schools will remain at 0.  
 The number of teachers assigned in Cruikshank Court School without their full credential or working outside their subject area of competence will remain at 0.

All students will continue to have access to supplemental and core resources which align with common core as well as teacher developed program curriculum using CCSS. EL strategies will be integrated into the teacher developed curriculum which will be maintained online for equal access for all students and teachers. Students will continue to have access to Edmentum's online learning solutions which provides coursework that is aligned with California Standards. The math department will continue to pilot CCSS aligned curriculum and will adopt a curriculum this academic year.

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The percentage of students earning proficient or higher on the Smarter Balanced Assessment will improve in ELA and Mathematics once baseline data is received.

The program-wide 85% of students will attaining their growth goal in RIT. RIT reading scores will improve 5.5% from X to X and The RIT math scores will improve 6.1% annually.

Continuously enrolled students will improve .5 on the program-wide writing assessment from pre (fall) to post (spring) test.

The number of students assessed using CELDT will increase by 4% from 176 to 183.

The percentage EL reclassifications will grow 1% annually for community from 17.8% and court from 0%.

Due to the nature of court and community schools, data related to a-g courses, AP course enrollment, CTE completion and EAP participation/pass rate is not applicable. All students will have access to a-g and AP coursework via Edmentum.

API is no longer used by the State of California.

Due to the large number/percentage of unduplicated students enrolled in court and community schools course access is the same for all students.

Using the Program-Wide Writing Assessment (PWA), 5% of students tested in spring and fall will improve their writing score by 0.5 points.

The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, will assist in the development and implementation of the Countywide Plan for Expelled Youth as required by Education code 48926. Community Schools will maintain that minimum level of service while improving services to students as determined by LCAP stakeholders, WASC self study, School Site Council and DELAC.

San Joaquin County Foster Youth Services will complete the state required Year End Report.

San Joaquin County Foster Youth Services will specifically identify the needs of Foster Youth in a unique LCAP developed collaboratively with with county districts and SJCOE. Those goals are identified here:

County Office of Education will continue to have policies and MOUs regarding foster youth school transfers in traditional and correctional education programs and the infrastructure necessary to measure these metrics, and baseline data on these metrics.

County Office of Education FYS will continue to have policies regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics resulting in the educational outcomes of foster youth mirroring that of the general student population.

SJ CO FYS will continue collaboration between Dependency Courts and SJCOE FYS means communication, support and investment in foster youth's education future.

SJ CO FYS will continue to participate in the SMART Committee is a multi disciplinary team that represents San Joaquin County with representatives from multiple agencies including the Human Services Child Protective Services (CPS), Probation, Education and Behavioral Health Services. The main function of the SMART committee is to:

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- \* Review all RCL 13 placement certifications, including mental health service funding.
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SJ Co FYS programs will continue to have the ability to ensure the expeditious transfer of health and education records in order to establish timely and appropriate placements. SJCOE FYS assist Probation with obtaining those documents such as, school transcripts, IEPS, birth certificates, immunization records and social security numbers. FYS programs also coordinate tutoring, mentoring, educational case management, vocational training, AB 12 support services, training for independent living, and other related services.

Foster Youth services including but not limited to Independent Living Services, Vocational/CTE Support Services, Post-secondary Preparation and Support Services will expand 1% from 1,349 youth served in 2013/14 to 1362.

Foster Youth Students in Grades 9-12 Receiving Services will increase 1% from 415 to 419.

Foster Youth enrolled in community school passing CAHSEE Math and ELA will increase 3% from 141 in 2013/14 to 145.

Foster Youth Students that Complete a High School Program will increase 5% from 42 in 2013/14 to 44.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
|---|------------------|--|--|
| 2.1 Continue professional development opportunities for county operated schools.  | All              | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Continue professional development opportunities for county operated schools.<br>1000 - 3000 Salaries & Benefits Base 35625<br>4000-4999: Books And Supplies Base 2500<br>4000-4999: Books And Supplies Base 7500   |
| 2.2 Work with school sites on monitoring the implementation of English Learner programs.  | Countywide       | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Work with school sites on monitoring the implementation of English Learner programs.<br>1000 - 3000 Salaries & Benefits Supp/Conc 54251<br>4000-4999: Books And Supplies Supp/Conc 2450  |
| 2.3 Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.                           | Countywide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)<br>Expelled pupils | Continue professional development for administrators regarding observation and evaluation of teachers with the goal of common language and instructional norms.<br>1000 - 3000 Salaries & Benefits Supp/Conc 317945<br>4000-4999: Books And Supplies Supp/Conc 1000<br>4000-4999: Books And Supplies Base 2500 |
| 2.4 Continue professional development regarding knowledge of extracting multiple forms of data from measures of Academic Performance or other assessment tool as determined by program staff. | All              | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Continue professional development regarding knowledge of extracting multiple forms of data from measures of Academic Performance or other assessment tool as determined by program staff.<br>1000 - 3000 Salaries & Benefits Base 21701<br>4000-4999: Books And Supplies Base 1000                             |

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| 2.5 Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.                                  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Maintain number of tutoring locations and review outcomes of current tutoring program to determine a plan for improvement.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 22986<br>4000-4999: Books And Supplies Supp/Conc 2550<br>5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 4300                                  |
| 2.6 Expand offerings of reading and mathematics intervention programs.  | All        | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                    | Expand offerings of reading and mathematics intervention programs.<br>Salaries & Benefits 1xxx - 3xxx<br>Base 148587<br>4000-4999: Books And Supplies Base 15350<br>5000-5999: Services And Other Operating Expenditures<br>Base 11900  |
| 2.7 Continue specific curriculum to address the needs of English Learner student population.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)<br>Expelled pupils | Continue specific curriculum to address the needs of English Learner student population.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 31068<br>4000-4999: Books And Supplies Supp/Conc 2900<br>5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 13575   |
| 2.8 Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students. | Countywide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)         | Continue English Language Learner professional learning community of teachers and administration to best meet the needs of EL and redesignated EL students.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 31608<br>4000-4999: Books And Supplies Supp/Conc 1200<br>5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 5650 |
| 2.9 Review and maintain the number of school sites  | Countywide | <input checked="" type="checkbox"/> All  | Continue professional development regarding knowledge of  |

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| <p>offering tutoring for students.</p>  | <p>e</p>          | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p>   | <p>extracting multiple forms of data from measures of Academic Performance or other assessment tool as determined by program staff.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 55648<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 7900<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures Supp/Conc 15100<br/> <hr/>                 4000-4999: Books And Supplies Base 20000<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures Base 40000</p> |
| <p>2.10 Examine data on CAHSEE tutoring curriculum to determine which curriculum and instructional strategies provide the best academic results for Foster Youth, Low Income, English Learners and redesignated English Learner students.</p> | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 -----<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Examine data on CAHSEE tutoring curriculum to determine which curriculum and instructional strategies provide the best academic results for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br/>                 1000 - 300 Salaries &amp; Benefits<br/>                 Supp/Conc 567125<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 1625</p>  |
| <p>2.11 Continue to promote SES tutoring to students and parents to increase Foster Youth, Low Income, English Learners and redesignated EL student population.</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 -----<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Continue to promote SES tutoring to students and parents to increase Foster Youth, Low Income, English Learners and redesignated EL student population.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 33389<br/> <hr/>                 4000-4999: Books And Supplies Supp/Conc 2500<br/> <hr/>                 4000-4999: Books And Supplies Base 15000<br/> <hr/>                 5000-5999: Services And Other Operating Expenditures Base 25760</p>   |
| <p>2.12 Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.</p>   | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 -----<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/>                 (Specify)</p> | <p>Continue to monitor the Highly Qualified Teachers and appropriate placement of instructional staff.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Base 7278714<br/> <hr/>                 1000 - 3000 Salaries &amp; Benefits Supp/Conc 1358293</p>  |

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| <p>2.13 Review standards based instructional materials and curriculum.</p> | <p>All</p>        | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Review standards based instructional materials and curriculum.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Base 502024</p> <hr/> <p>4000-4999: Books And Supplies Base 20000</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures<br/> Base 23500</p> |
|  | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                       |   |

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

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| GOAL 3: | To improve our capacity for building and growing relationships between our program, students, parents and the community. | Related State and/or Local Priorities:<br>1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify |
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| Identified Need : | Need: To improve all areas of growth for students through establishing and growing relationships between our program, students, parents and the community.<br><br>Metric: - Parent/Student Survey Results(Needs Assessment) <ul style="list-style-type: none"> <li>• Attendance Rates</li> <li>• 1yr HS Graduation Rate</li> <li>• Suspension Rates</li> <li>• Parent Participation rates</li> <li>• Effort to seek Parent Participation</li> <li>• County Plan For Expelled Youth</li> <li>• COE Foster Youth Consortium</li> </ul> |
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| Goal Applies to: | Schools: All<br><hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All |
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**LCAP Year 1: 2015-16**

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| Expected Annual Measurable Outcomes: | Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17.<br>All school sites will host Back to School Nights and Open House.<br>All school sites will host quarterly parent/teacher conferences.<br>Community partners of service will be surveyed for input regarding improvement of service for students.<br>All program-wide written and verbal communication to families will be translated into Spanish.<br>COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students. |
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| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
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| 3.1 Collaborate and jointly participate with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services in professional development training regarding mental health and truancy. | Countywide       | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth | Collaborate and jointly participate with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services in professional development training regarding mental health and truancy.<br>1000 - 3000 Salaries & Benefits |

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|  |     | <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   | Base 197144<br>Supp/Conc 197144<br>4000-4999: Books And Supplies Supp/Conc 2200<br>4000-4999: Books And Supplies Base 2500<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 113700<br>5000-5999: Services And Other Operating Expenditures Base 113700 |
| 3.2 Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day. | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.<br>1000 - 3000 Salaries & Benefits<br>Base 93635<br>4000-4999: Books And Supplies Base 1000                    |
| 3.3 Student Leadership group established to create and facilitate quests and concept of one. activities.   | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Student Leadership group established to create and facilitate quests and concept of one. activities.<br>1000 - 3000 Salaries & Benefits<br>Base 93635<br>4000-4999: Books And Supplies Base 42700<br>5000-5999: Services And Other Operating Expenditures Base 41700    |
| 3.4 Expanding Parent Cafes with Child Abuse Prevention Council.  | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Expanding Parent Cafe's with Child Abuse Prevention Council.<br>1000 - 3000 Salaries & Benefits<br>Base 93635<br>4000-4999: Books And Supplies Base 350   |
| 3.5 Formalize parent/student conference structure/process.   | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils  | Formalize parent/student conference structure/process.<br>1000 - 3000 Salaries & Benefits<br>Base 26698   |

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|  |            | <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)  | 4000-4999: Books And Supplies Base 350   |
| 3.6 Community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.   | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 23313<br><hr/> 4000-4999: Books And Supplies Supp/Conc 979  |
| 3.7 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.  | Countywide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 23711<br><hr/> 4000-4999: Books And Supplies Other 38000<br><hr/> 5000-5999: Services And Other Operating Expenditures Other 37085 |
| 3.8 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.<br>1000 - 3000 Salaries & Benefits<br>Base 30854<br><hr/> 1000 - 3000 Salaries & Benefits Supp/Conc 30854<br><hr/> 4000-4999: Books And Supplies Base 3060<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1100     |
| 3.9 Parent/guardian/caregiver and student participation in School Site Council and DELAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students. | Countywide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent  | Parent/guardian/caregiver and student participation in School Site Council and DELAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br>1000 - 3000 Salaries & Benefits<br>Base 31170  |

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|  |            | English proficient<br>_ Other Subgroups:<br>(Specify)   | Supp/Conc 31170<br>4000-4999: Books And Supplies Base 800<br>4000-4999: Books And Supplies Supp/Conc 200<br>5000-5999: Services And Other Operating Expenditures Base 300<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 200  |
| 3.10 Invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify)                        | Invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 3427<br>4000-4999: Books And Supplies Supp/Conc 400<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 10000  |
| 3.11 Grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.   | Countywide | <input type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 101255<br>4000-4999: Books And Supplies Supp/Conc 25000<br>4000-4999: Books And Supplies Other 50000<br>5000-5999: Services And Other Operating Expenditures Other 960   |
| 3.12 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.   | All        | <input type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.<br>1000 - 3000 Salaries & Benefits<br>Base 32628<br>1000 - 3000 Salaries & Benefits Supp/Conc 32627<br>4000-4999: Books And Supplies Base 2000<br>4000-4999: Books And Supplies Supp/Conc 1200<br>5000-5999: Services And Other Operating Expenditures Base 1000<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 500 |

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| <p>3.13 Incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.</p> | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.<br/>                 1000 - 3000 Salaries &amp; Benefits Base 1974<br/>                 1000 - 3000 Salaries &amp; Benefits Supp/Conc 1974<br/>                 4000-4999: Books And Supplies Base 800<br/>                 4000-4999: Books And Supplies Supp/Conc 200<br/>                 5000-5999: Services And Other Operating Expenditures Base 750<br/>                 5000-5999: Services And Other Operating Expenditures Supp/Conc 250</p> |
| <p>3.14 All school sites will host a Back to School Night and Open House.</p>   | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>All school sites will host a Back to School Night and Open House. 4000-4999: Books And Supplies Base 3300</p>  |

**LCAP Year 2: 2016-17**

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17.<br/>                 All school sites will host Back to School Nights and Open House.<br/>                 All school sites will host quarterly parent/teacher conferences.<br/>                 Community partners of service will be surveyed for input regarding improvement of service for students.<br/>                 All program-wide written and verbal communication to families will be translated into Spanish.<br/>                 COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.</p> |
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| Actions/Services  | Scope of Service  | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
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| <p>3.1 Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.</p> | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent</p> | <p>Examine data regarding student mental health needs to build upon and strengthen professional development collaboration with San Joaquin County Probation Department, Child Abuse Prevention Council and San Joaquin Behavioral Services.<br/>                 1000 - 3000 Salaries &amp; Benefits</p> |

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|   |     | English proficient<br>_ Other Subgroups:<br>(Specify)  | Base 205030<br>1000 - 3000 Salaries & Benefits Supp/Conc 205030<br>4000-4999: Books And Supplies Base 3000<br>4000-4999: Books And Supplies Supp/Conc 1015<br>5000-5999: Services And Other Operating Expenditures Base 113700<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 113700 |
| 3.2 Continue using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day. | All | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.<br>1000 & 3000 Salaries & Benefits Base 97381<br>4000-4999: Books And Supplies Base 1000  |
| 3.3 Continue the student leadership group established to create and facilitate quests and concept of one. Activities.   | All | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Student Leadership group established to create and facilitate quests and concept of one. Activities.<br>1000 - 3000 Salaries & Benefits Base 97381<br>4000-4999: Books And Supplies Base 42800<br>5000-5999: Services And Other Operating Expenditures Base 41700                                       |
| 3.4 Continue Parent Cafes with Child Abuse Prevention Council.  | All | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue Parent Cafes with Child Abuse Prevention Council.<br>1000 - 3000 Salaries & Benefits Base 97381<br>4000-4999: Books And Supplies Base 350  |
| 3.5 Review parent/student conference structure/process.   | All | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils  | Review parent/student conference structure/process.<br>1000 - 3000 Salaries & Benefits Base 27766   |

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|  |            | <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)  | 4000-4999: Books And Supplies Base 400   |
| 3.6 Review community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.  | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Review community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 24245<br><hr/> 4000-4999: Books And Supplies Supp/Conc 979   |
| 3.7 Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.  | Countywide | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 24659<br><hr/> 4000-4999: Books And Supplies Other 38000<br><hr/> 5000-5999: Services And Other Operating Expenditures Other 37085 |
| 3.8 Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.  | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 30854<br><hr/> 1000 - 3000 Salaries & Benefits Base 30854<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1100<br><hr/> 4000-4999: Books And Supplies Base 3060     |
| 3.9 Continue parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue to increase participation with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students. | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent   | Continue parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue to increase participation with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br>1000 - 3000 Salaries & Benefits  |

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|   |            | English proficient<br>_ Other Subgroups:<br>(Specify)  | Base 32417<br>1000 - 3000 Salaries & Benefits Supp/Conc 32416<br>4000-4999: Books And Supplies Supp/Conc 200<br>4000-4999: Books And Supplies Base 800<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 200<br>5000-5999: Services And Other Operating Expenditures Base 300   |
| 3.10 Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach. | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: El Concillio outreach.<br>1000 - 3000 Salaries & Benefits Supp/Conc 3564<br>4000-4999: Books And Supplies Supp/Conc 400<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 10000   |
| 3.11 Continue to grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.  | All        | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue to grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.<br>1000 - 3000 Salaries & Benefits Supp/Conc 103865<br>4000-4999: Books And Supplies Supp/Conc 25000<br>4000-4999: Books And Supplies Other 50000<br>5000-5999: Services And Other Operating Expenditures Other 960   |
| 3.12 Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.  | Countywide | _ All<br>OR:<br>_ Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue to expand collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.<br>1000 - 3000 Salaries & Benefits Base 32628<br>1000 - 3000 Salaries & Benefits Supp/Conc 32627<br>4000-4999: Books And Supplies Supp/Conc 1200<br>4000-4999: Books And Supplies Base 2000<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 500<br>5000-5999: Services And Other Operating Expenditures Base 1000 |

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| <p>3.13 Continue to incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.</p> | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue to incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.<br/>                 1000 - 3000 Salaries &amp; Benefits<br/>                 Supp/Conc 2053<br/>                 1000 - 3000 Salaries &amp; Benefits Base 2053<br/>                 4000-4999: Books And Supplies Supp/Conc 200<br/>                 4000-4999: Books And Supplies Base 800<br/>                 5000-5999: Services And Other Operating Expenditures Supp/Conc 250<br/>                 5000-5999: Services And Other Operating Expenditures Base 750</p> |
| <p>3.14 Continue with all school sites hosting a Back to School Night and Open House.</p>   | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Continue with all school sites hosting a Back to School Night and Open House. 4000-4999: Books And Supplies Base 3400</p>   |

**LCAP Year 3: 2017-18**

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Average Parent/guardian/caregiver and student participation/attendance in School Site Council and DELAC will increase from 15 to 17.<br/>                 All school sites will host Back to School Nights and Open House.<br/>                 All school sites will host quarterly parent/teacher conferences.<br/>                 Community partners of service will be surveyed for input regarding improvement of service for students.<br/>                 All program-wide written and verbal communication to families will be translated into Spanish.<br/>                 COE programs serve a large unduplicated student population and efforts to seek parental involvement and feedback made is for all parents of enrolled students in all subgroups, including parents of unduplicated and exceptional needs students. Translators are provided as needed, and parents of exceptional needs students are encouraged to attend IEP meetings for their students.</p> |
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| Actions/Services   | Scope of Service  | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|--|-------------------|--|---|
| <p>3.1 Examine referral and enrollment data related to student mental health needs to build upon and strengthen professional collaboration with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services.</p> | <p>Countywide</p> | <p><input checked="" type="checkbox"/> All<br/>                 OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient</p> | <p>Examine referral and enrollment data related to student mental health needs to build upon and strengthen professional collaboration with San Joaquin County Probation, Child Abuse Prevention Council and San Joaquin Behavioral Health Services.<br/>                 1000 &amp; 3000 Salaries &amp; Benefits</p> |

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|  |     | _ Other Subgroups:<br>(Specify)   | Supp/Conc 206084<br>1000 & 3000 Salaries & Benefits Base 206084<br>4000-4999: Books And Supplies Supp/Conc 1050<br>4000-4999: Books And Supplies Base 3100<br>5000-5999: Services And Other Operating Expenditures<br>Supp/Conc 114500<br>5000-5999: Services And Other Operating Expenditures<br>Base 114500 |
| 3.2 Review the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.                    | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Review the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day.<br>1000 - 3000 Salaries & Benefits<br>Base 101276<br>4000-4999: Books And Supplies Base 1000  |
| 3.3 Review and continue using the information from expelled student referrals, appropriate mental health supports and/or interventions will be integrated into their school day. | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Student Leadership group established to create and facilitate quests and concept of one. Activities.<br>1000 - 3000 Salaries & Benefits<br>Base 101276<br>4000-4999: Books And Supplies Base 43000<br>5000-5999: Services And Other Operating Expenditures<br>Base 42500                                      |
| 3.4 Continue Parent Cafes with Child Abuse Prevention Council.   | All | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Continue Parent Cafes with Child Abuse Prevention Council.<br>1000 - 3000 Salaries & Benefits<br>Base 101276<br>4000-4999: Books And Supplies Base 400  |
| 3.5 Review parent/student conference structure/process.  | All | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils   | Review parent/student conference structure/process.<br>1000 - 3000 Salaries & Benefits<br>Base 28877  |

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|--|------------|--|---|
|  |            | <input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)   | 4000-4999: Books And Supplies Base 500  |
| 3.6 Evaluate community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.  | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Evaluate community partners of service will be surveyed for input regarding improvement of services for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 25215<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1000   |
| 3.7 Maintain additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.   | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Maintain additional quest opportunities will be created for students otherwise restricted, by enrollment date or the residential placement of Foster Youth, from participating in program-wide quests.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 25645<br><hr/> 4000-4999: Books And Supplies Other 38000<br><hr/> 5000-5999: Services And Other Operating Expenditures Other 37085 |
| 3.8 Review concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.   | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Concept of one. activities will be integrated into program curriculum to build student capacity for maintaining relationships with others in the community.<br>1000 - 3000 Salaries & Benefits<br>Supp/Conc 30854<br><hr/> 1000 - 3000 Salaries & Benefits Base 30854<br><hr/> 4000-4999: Books And Supplies Supp/Conc 1100<br><hr/> 4000-4999: Books And Supplies Base 3060              |
| 3.9 Review Parent/guardian/caregiver and student participation in School Site Council and DELAC. Continue the growth opportunities with an emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students. | Countywide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent  | Parent/guardian/caregiver and student participation in School Site Council and DELAC will increase by 10% with emphasis on having representation for Foster Youth, Low Income, English Learners and redesignated English Learner students.<br>1000 - 3000 Salaries & Benefits<br>Base 32417   |

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|   |            | English proficient<br>_ Other Subgroups:<br>(Specify)  | 1000 - 3000 Salaries & Benefits Supp/Conc 32416<br>4000-4999: Books And Supplies Supp/Conc 200<br>4000-4999: Books And Supplies Base 800<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 200<br>5000-5999: Services And Other Operating Expenditures Base 300  |
| 3.10 Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: EI Concillio outreach. | Countywide | <input checked="" type="checkbox"/> All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue to invite resource agencies from the community to be present at school site council meetings so they are available to provide information and outreach. For example: EI Concillio outreach.<br>1000 - 3000 Salaries & Benefits Supp/Conc 3707<br>4000-4999: Books And Supplies Supp/Conc 400<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 10000  |
| 3.11 Continued growth of the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.   | All        | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Grow the Independent Learning Programs to more school sites to meet the unique needs of Foster Youth and Homeless students.<br>1000 - 3000 Salaries & Benefits Supp/Conc 106579<br>4000-4999: Books And Supplies Supp/Conc 25000<br>5000-5999: Services And Other Operating Expenditures Other 960<br>4000-4999: Books And Supplies Other 50000  |
| 3.12 Evaluate and review expanded collaboration opportunities with neighboring counties to raise awareness for Foster Youth and Homeless students.  | Countywide | _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br><input checked="" type="checkbox"/> Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups:<br>(Specify) | Continue to expand collaboration opportunities with county districts and neighboring counties to raise awareness for Foster Youth and Homeless students.<br>1000 - 3000 Salaries & Benefits Supp/Conc 32627<br>1000 - 3000 Salaries & Benefits Base 32628<br>4000-4999: Books And Supplies Supp/Conc 1200<br>4000-4999: Books And Supplies Base 2000<br>5000-5999: Services And Other Operating Expenditures Base 1000<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 500 |

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|---|-------------------|---|--|
| <p>3.13 Review and continue incorporating Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.</p> | <p>Countywide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Continue to incorporate Migrant Education Representatives into our School Site Council Meetings and enrollment fairs.<br/> 1000 - 3000 Salaries &amp; Benefits<br/> Base 2135</p> <hr/> <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 2135</p> <hr/> <p>4000-4999: Books And Supplies Supp/Conc 200</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 250</p> <hr/> <p>4000-4999: Books And Supplies Base 800</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base 750</p> |
| <p>3.14 Continue and review all school sites hosting Back to School Nights and Open Houses.</p>   | <p>All</p>        | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>            | <p>Continue with all school sites hosting a Back to School Night and Open House 4000-4999: Books And Supplies Base 3500</p>  |

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

## Annual Update

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

### Guiding Questions:

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

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

|  |  |   |   |
|--|--|---|---|
| Original GOAL 1 from prior year LCAP:  | To expand diverse educational programs for all children and youth, preparing them for future next steps by being college/career ready.   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify |   |
| Goal Applies to:   | Schools: All<br>Applicable Pupil Subgroups: All  |   |   |
| Expected Annual Measurable Outcomes:   | SJCOE serves districts with diverse and unique needs. Through our support, districts in San Joaquin county receive professional development services, fiscal oversight, and technological support; as well as, SELPA services and county operated schools and programs serving the most at risk-students. Based on annual feedback from district superintendents, SJCOE will monitor the impact of services/support provided on the expansion of diverse educational opportunities county-wide. SJCOE will continue to partner with institutions of higher ed. and expand partnerships/relationships within career/technical industries to facilitate post high school opportunities for students. Additional review of the feedback from superintendents, indicates a necessity for involvement in industry partnerships due to data indicating an increased need for post high school pathways/options for students. | Actual Annual Measurable Outcomes:  | SJCOE supported districts in San Joaquin by providing professional development services, fiscal oversight, and technological support; as well as, SELPA services and county operated schools and programs. SJCOE will continue to partner with institutions of higher ed. and expanded partnerships/relationships within career/technical industries to facilitate post high school opportunities for students. |
| <b>LCAP Year: 2014-15</b>  |  |   |   |
| <b>Planned Actions/Services</b>  |  | <b>Actual Actions/Services</b>  |   |
| Enrichment workshops and programs for students during non-instructional time frames (weekends, summer break, evenings) will be provided. | <b>Budgeted Expenditures</b>   | These enrichment workshops and programs were offered and will continue to be a service of the County Office of Education, but they will not be tracked or measured as a part of the LCAP.   | <b>Estimated Actual Annual Expenditures</b><br><br>No additional costs  |
|  | Salaries & Benefits 1xxx - 3xxx<br>Other 38095.00<br><br>4000-4999: Books And Supplies<br>Other 20000.00   |   |   |

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|---|--|---|--|
|   | 5000-5999: Services And Other Operating Expenditures Other 10000.00  |   |  |
| <p>Scope of Service   All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service   All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>Teachers will be Highly Qualified, and appropriately placed in classrooms.</p>   | <p>Teachers will be Highly Qualified, and appropriately placed in classrooms.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx Base 3363625.00</p> <p>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 1088232.00</p> <p>Salaries &amp; Benefits 1xxx - 3xxx Concentration 494650.00</p> | <p>The monitoring of High Quality Teachers and appropriate placement of instructional staff will continue to be monitored but this Action/Service will be moved to a more appropriate goal in the plan.</p>   | <p>1000 - 3000 Salaries &amp; Benefits Base 4261233.14</p> <p>Salaries &amp; Benefits 1xxx - 3xxx Supp/Conc 3214614.57</p> |
| <p>Scope of Service   All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service   All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>Standards based instructional materials and curriculum will be adopted, for example: Edge.</p>   | <p>Standards based instructional materials and curriculum will be adopted, for example: Edge.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 94887.00</p>   | <p>This Action/Service continues and will be moved to a more appropriate goal in the plan. It is still too early in the implementation to determine effectiveness.</p>  | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 100356.00</p> <p>4000-4999: Books And Supplies Supp/Conc 77279.74</p>     |

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|  | 4000-4999: Books And Supplies Supplemental 168880.00   |  | 5000-5999: Services And Other Operating Expenditures Supp/Conc 85414.75 |
|  | 4000-4999: Books And Supplies Supplemental 18577.00  |  |   |
|  | 5000-5999: Services And Other Operating Expenditures Supplemental 73277.00   |  |   |
| Scope of Service   All   |  | Scope of Service   All   |   |
| <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |   |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | After reviewing the plan with Stakeholders, Advisory Groups and the County Board, this goal has been removed from San Joaquin County Office of Education's Local Control Accountability Plan because it is not directly related to the student population served by the County Office and not measurable by the metrics associated with the state priorities. All priorities associated with the goal originally are addressed in other goals in the plan. After discussion with Stakeholder Groups and Advisory Groups it was determined in the fall of 2014 that several of our goals in the 14-15 LACP were not appropriate for the LCAP. While the services mentioned in 14-15 Goals 1-5 are services provided by San Joaquin County Office of Education, they are services that we provide to our Districts, therefore the metrics for measurement required for the 8 State Priorities are not applicable. The outcome of stakeholder discussions determined that we would remove 14-15 Goals 1-5 in the 15-16 LCAP, and that the remaining goals would address the 8 State Priorities and allow for measurement of progress within our own Student Programs. 14-15 Goals 1-5 were removed from the LCAP moving forward in 15-16. Because the conclusion to remove this goal was made early in the fall of 2014, monitoring of progress or effectiveness of Actions and Services was not done and mant Actions and Services for this goal will be removed from the plan moving forward. |  |   |

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

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

|   |  |  |   |
|---|--|--|---|
| Original GOAL 2 from prior year LCAP:   | To integrate curriculum and instructional methodologies with Common Core State Standards and special initiatives.  | Related State and/or Local Priorities:<br>1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify   |   |
| Goal Applies to:  | Schools: All<br>Applicable Pupil Subgroups: All  |  |   |
| Expected Annual Measurable Outcomes:  | Ongoing Professional Development opportunities will be developed and delivered throughout the county. The focus for 2015-16 will be primarily Transition Phase of common core. Awareness Phase offerings will be provided to meet the specific needs of individual districts/sites. Registration, attendance and evaluations of SJCOE sponsored Professional Development events will be tracked and monitored to show growth in attendance/participation and to gage the level of which needs are met. | Actual Annual Measurable Outcomes: Professional Development opportunities were delivered throughout the county focusing primarily on the Transition Phase of common core, as well as, coaching and modeling. Awareness Phase offerings were provided to meet the specific needs of individual districts/sites. |   |
| <b>LCAP Year: 2014-15</b>   |  |  |   |
| Planned Actions/Services  |  | Actual Actions/Services  |   |
|   | Budgeted Expenditures  |  | Estimated Actual Annual Expenditures    |
| Professional Development offerings (Winter/Summer/Fall) will focus on CCSS and SBAC integration through all curricular areas. | Professional Development offerings (Winter/Summer/Fall) will focus on CCSS and SBAC integration through all curricular areas.<br>Salaries & Benefits 1xxx - 3xxx<br>Other 478839.00<br><br>4000-4999: Books And Supplies<br>Other 30000.00<br><br>5000-5999: Services And Other<br>Operating Expenditures Other<br>20000.00  | Professional Development was offered by several curricular departments within Educational Services to districts/teachers within our county and region. Professional development will continue to be provided by Ed Services, but will not continue to be monitored or measured in the LCAP with this goal.     | No additional costs                     |
| Scope of Service  | Countywide   | Scope of Service   | All Schools                             |
|   |  |  |   |
|   | All  |  | <input checked="" type="checkbox"/> All |

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|--|---|--|----------------------------|
| <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |   | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |                            |
| <p>NGSS Roll out for the Awareness Phase. Work with local school districts and teams will focus on tools and shifting lessons to infuse CC-ELA and Math with the science and engineering Practices.</p>  | <p>NGSS Roll out for the Awareness Phase. Work with local school districts and teams will focus on tools and shifting lessons to infuse CC-ELA and Math with the science and engineering Practices.<br/> Salaries &amp; Benefits 1xxx - 3xxx<br/> Other 23515.00<br/> <hr/> 4000-4999: Books And Supplies<br/> Other 2000.00<br/> <hr/> 5000-5999: Services And Other Operating Expenditures Other<br/> 2000.00</p> | <p>NGSS Roll out activities were offered and held. They will continue to be provided, but will not be tracked or monitored as part of the LCAP.</p>  | <p>No additional cost</p>  |
| <p>Scope of Service: Countywide</p> <hr/> <input type="checkbox"/> All<br><hr style="border-top: 1px dashed black;"/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service: All Schools</p> <hr/> <input checked="" type="checkbox"/> All<br><hr style="border-top: 1px dashed black;"/> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |                            |
| <p>Organize and implement instructional material reviews for teachers and administrators for all instructional materials adoptions in all curricular areas for Common Core and Next Generation Science Standards.</p>  | <p>Organize and implement instructional material reviews for teachers and administrators for all instructional materials adoptions in all curricular areas for Common Core and Next Generation Science Standards.<br/> Salaries &amp; Benefits 1xxx - 3xxx<br/> Other 88065.00</p>  | <p>This did not occur this year, and while the service may continue in the future, will not be tracked or monitored as part of the LCAP.</p>   | <p>No additional costs</p> |

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| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                            |
| <p>Training and on-going support in the area of History Social Science will be provided.</p>  | <p>Training and on-going support in the area of History Social Science will be provided.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Other 71415.00</p> <p>5000-5999: Services And Other Operating Expenditures Other<br/>10000.00</p> <p>4000-4999: Books And Supplies<br/>Other 5000.00</p> | <p>Training and support in History Social Science was provided as requested. It will continue to be provided, but will not be tracked or monitored as part of the LCAP.</p>   | <p>No additional costs</p> |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service   All Schools</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                            |
| <p>Credential and M.Ed. coursework at TCSJ are aligned with CCSS and instructors receive professional development on how to embed CCSS into their classes. In addition, there are several courses that specifically teach instructional strategies on how to integrate curriculum throughout the</p>  |  | <p>TCSJ continues to provide credentialing and coursework aligned to state standards, but as it is not applicable to LCAP metrics, it will not be tracked or monitored as part of the LCAP.</p>   |                            |

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| <p>content areas, particularly through a project-based learning approach.</p>  |  |  |  |
| <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <p style="text-align: center;">All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>find and bring in outside experts in all curricula areas to continue to build capacity in integrated curriculum and instructional methodologies with Common Core State Standards.</p>   |  |  |  |
| <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>   |  |
| <p>Seek and attend professional development opportunities to build the capacity of Education Services in integrated curriculum and instructional methodologies with Common Core State Standards.</p>   |  | <p>This was not be tracked or monitored as part of the LCAP, as it is not applicable.</p>  |  |

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|--|---|--|--|
| <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>  | <p>After reviewing the plan with Stakeholders, Advisory Groups and the County Board, this goal has been removed from San Joaquin County Office of Education's Local Control Accountability Plan because it is not directly related to the student population served by the County Office and not measurable by the metrics associated with the state priorities. All priorities associated with the goal originally are addressed in other goals in the plan. After discussion with Stakeholder Groups and Advisory Groups it was determined in the fall of 2014 that several of our goals in the 14-15 LCAP were not appropriate for the LCAP. While the services mentioned in 14-15 Goals 1-5 are services provided by San Joaquin County Office of Education, they are services that we provide to our Districts, therefore the metrics for measurement required for the 8 State Priorities are not applicable. The outcome of stakeholder discussions determined that we would remove 14-15 Goals 1-5 in the 15-16 LCAP, and that the remaining goals would address the 8 State Priorities and allow for measurement of progress within our own Student Programs. 14-15 Goals 1-5 were removed from the LCAP moving forward in 15-16. Because the conclusion to remove this goal was made early in the fall of 2014, monitoring of progress or effectiveness of Actions and Services was not done and mant Actions and Services for this goal will be removed from the plan moving forward.</p> |  |  |

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

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

|  |  |   |  |   |   |   |  |   |                    |
|--|--|---|--|---|---|---|--|---|--------------------|
| Original GOAL 3 from prior year LCAP:  | To provide systematic staff development activities for the Districts, Schools and teachers we serve within our county.   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8<br><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br><br>Local : Specify |  |   |   |   |  |   |                    |
| Goal Applies to:   | Schools: All<br>Applicable Pupil Subgroups: All  |   |  |   |   |   |  |   |                    |
| Expected Annual Measurable Outcomes:   | Education Services will develop a yearly scope and sequence of Professional Development offerings enabling participants to plot out a clear plan for growth (by: individual, school, district). Attendance at professional development events will increase by 5%. Contracts for district specific PD will also increase by 5%. Monitoring of PD offerings. showing the progression of implementation of curriculum or strategies in all areas. Monitoring attendance at SJCOE, PD events and monitoring contracts. Monitoring of PD offerings. showing the progression of implementation of curriculum or strategies in all areas.                    | Actual Annual Measurable Outcomes:  | Education Services developed a yearly scope and sequence of Professional Development offerings enabling participants to plot out a clear plan for growth (by: individual, school, district).Monitoring attendance at SJCOE, PD events and monitoring contracts continued.                                |   |   |   |  |   |                    |
| <b>LCAP Year: 2014-15</b>  |  |   |  |   |   |   |  |   |                    |
| <b>Planned Actions/Services</b>  |  | <b>Actual Actions/Services</b>  |  |   |   |   |  |   |                    |
| An on-going Professional Development Plan of opportunities such as: institutes, sessions and workshop presentations throughout all curricular areas, will be developed, and updated annually, to show a scope and sequence of content progression.   | <table border="1" style="width: 100%;"> <tr> <td data-bbox="575 997 1031 1349" style="text-align: center;"><b>Budgeted Expenditures</b></td> </tr> <tr> <td>An on-going Professional Development Plan of opportunities such as: institutes, sessions and workshop presentations throughout all curricular areas, will be developed, and updated annually, to show a scope and sequence of content progression.<br/>Salaries &amp; Benefits 1xxx - 3xxx<br/>Other 769141.00</td> </tr> <tr> <td>4000-4999: Books And Supplies<br/>Other 25000.00</td> </tr> <tr> <td>5000-5999: Services And Other<br/>Operating Expenditures Other</td> </tr> </table> | <b>Budgeted Expenditures</b>  | An on-going Professional Development Plan of opportunities such as: institutes, sessions and workshop presentations throughout all curricular areas, will be developed, and updated annually, to show a scope and sequence of content progression.<br>Salaries & Benefits 1xxx - 3xxx<br>Other 769141.00 | 4000-4999: Books And Supplies<br>Other 25000.00 | 5000-5999: Services And Other<br>Operating Expenditures Other | While this continues to be work within the Educational Services Department, it was determined to not be applicable to the LCAP and is being removed as an Action/Service. | <table border="1" style="width: 100%;"> <tr> <td data-bbox="1520 997 1999 1073" style="text-align: center;"><b>Estimated Actual Annual Expenditures</b></td> </tr> <tr> <td>No additional cost</td> </tr> </table> | <b>Estimated Actual Annual Expenditures</b> | No additional cost |
| <b>Budgeted Expenditures</b>   |  |   |  |   |   |   |  |   |                    |
| An on-going Professional Development Plan of opportunities such as: institutes, sessions and workshop presentations throughout all curricular areas, will be developed, and updated annually, to show a scope and sequence of content progression.<br>Salaries & Benefits 1xxx - 3xxx<br>Other 769141.00 |  |   |  |   |   |   |  |   |                    |
| 4000-4999: Books And Supplies<br>Other 25000.00  |  |   |  |   |   |   |  |   |                    |
| 5000-5999: Services And Other<br>Operating Expenditures Other  |  |   |  |   |   |   |  |   |                    |
| <b>Estimated Actual Annual Expenditures</b>  |  |   |  |   |   |   |  |   |                    |
| No additional cost   |  |   |  |   |   |   |  |   |                    |

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|   | 10000.00  |  |                           |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |
| <p>Provide professional learning opportunities that focuses on the Instructional Rounds practice to build collective understandings of effective instructional practices and school-wide protocols.</p>   | <p>Provide professional learning opportunities that focuses on the Instructional Rounds practice to build collective understandings of effective instructional practices and school-wide protocols.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Other 60402.00</p> <p>4000-4999: Books And Supplies<br/>Other 5000.00</p> <p>5000-5999: Services And Other Operating Expenditures Other<br/>10000.00</p> | <p>This continues to be work done within the Educational Services Department, but it was determined to not be applicable to the LCAP and is being removed as an Action/Service.</p>  | <p>No additional Cost</p> |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |
| <p>Develop and deliver National Board Certification program for teachers to assist them in their quest to improve</p>   | <p>Develop and deliver National Board Certification program for teachers to assist them in their quest to improve</p>   | <p>This continues to be work done within the Educational Services Department, but it was determined to not be</p>  | <p>No additional cost</p> |

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| their craft.   | their craft.<br>Salaries & Benefits 1xxx - 3xxx<br>Other 43901.00<br><hr/> 4000-4999: Books And Supplies<br>Other 2000.00  | applicable to the LCAP and is being removed as an Action/Service. |  |  |                  |  |  |
| <table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td>Countywide</td> </tr> </table> <hr/> _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Scope of Service   | Countywide  |  | <table border="1"> <tr> <td style="width: 100px;">Scope of Service</td> <td></td> </tr> </table> <hr/> _ All<br>OR:<br>_ Low Income pupils<br>_ English Learners<br>_ Foster Youth<br>_ Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) | Scope of Service |  |  |
| Scope of Service   | Countywide   |   |  |  |                  |  |  |
| Scope of Service   |  |   |  |  |                  |  |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?   | After reviewing the plan with Stakeholders, Advisory Groups and the County Board, this goal has been removed from San Joaquin County Office of Education's Local Control Accountability Plan because it is not directly related to the student population served by the County Office and not measurable by the metrics associated with the state priorities. All priorities associated with the goal originally are addressed in other goals in the plan. After discussion with Stakeholder Groups and Advisory Groups it was determined in the fall of 2014 that several of our goals in the 14-15 LACP were not appropriate for the LCAP. While the services mentioned in 14-15 Goals 1-5 are services provided by San Joaquin County Office of Education, they are services that we provide to our Districts, therefore the metrics for measurement required for the 8 State Priorities are not applicable. The outcome of stakeholder discussions determined that we would remove 14-15 Goals 1-5 in the 15-16 LCAP, and that the remaining goals would address the 8 State Priorities and allow for measurement of progress within our own Student Programs. 14-15 Goals 1-5 were removed from the LCAP moving forward in 15-16. Because the conclusion to remove this goal was made early in the fall of 2014, monitoring of progress or effectiveness of Actions and Services was not done and many Actions and Services for this goal will be removed from the plan moving forward. |   |  |  |                  |  |  |

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

|  |   |  |                                      |
|--|---|--|--------------------------------------|
| Original GOAL 4 from prior year LCAP:  | Provide Business, H/R, Maintenance /Facilities and Data Processing Services.  | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify   |                                      |
| Goal Applies to:   | Schools: All<br>-----<br>Applicable Pupil Subgroups: All  |  |                                      |
| Expected Annual Measurable Outcomes:   | Business, H/R, Maintenance/Facilities and Data Processing provide basic infrastructure services needed to support the educational goals and actions of all districts and SJCOE. Business Services maintains the financial solvency providing all aspects of financial support in areas of accounting, auditing, budget and payroll to support the educational goals, objectives and actions of the districts and SJCOE to meet the needs of all students. H/R's basic services ensure valid and proper credentialing as well as assignment monitoring of all teachers to students. Maintaining facilities are essential for students success to be in a safe, clean and well maintained facility. Data processing provides the administrative technology services for the processing of all business transactions, tracking all H/R data and educational technology needed for all students in the classroom. Maintaining these basic services infrastructure meets the need to improve or enhance the services for all students. | Actual Annual Measurable Outcomes: Business, H/R, Maintenance/Facilities and Data Processing provided basic infrastructure services to districts and SJCOE. Business Services provided support in the areas of accounting, auditing, budget and payroll to support the districts and SJCOE. H/R ensured valid and proper credentialing, as well as, assignment monitoring. |                                      |
| <b>LCAP Year: 2014-15</b>  |   |  |                                      |
| Planned Actions/Services   |   | Actual Actions/Services  |                                      |
|  | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures |
| Provide SJCOE and school district budget reviews, fiscal oversight, year-end unaudited financial report reviews, annual audit reviews, vendor payment reviews. Daily cash monitoring, month-end county treasury fund reconciliations, state financial and average daily attendance (ADA) software support and statewide accounting, budget and financial | Provide SJCOE and school district budget reviews, fiscal oversight, year-end unaudited financial report reviews, annual audit reviews, vendor payment reviews. Daily cash monitoring, month-end county treasury fund reconciliations, state financial and average daily attendance (ADA) software support   | Business fiscal oversight is provided to districts, but was not monitored for measurement as it was determined to not be an applicable to priority metrics. Services will continue to be provided to districts as required, but not in the LCAP.   | No additional cost                   |

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| <p>updates. Provide all SJCOE accounting, audit, budgeting, financial, and payroll services. Provide business services for two direct service school districts. Includes all accounting, budget, financial, payroll and benefits services.</p>  | <p>and statewide accounting, budget and financial updates. Provide all SJCOE accounting, audit, budgeting, financial, and payroll services. Provide business services for two direct service school districts. Includes all accounting, budget, financial, payroll and benefits services.<br/>Salaries &amp; Benefits 2xxx - 3xxx<br/>Base 4616449.00</p> <p>4000-4999: Books And Supplies<br/>Base 100907.00</p> <p>5000-5999: Services And Other Operating Expenditures Base<br/>390444.00</p> |  |                           |
| <p>Scope of Service Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |
| <p>The SJCOE Human Resources Department conducts scheduled credential assignment monitoring and review for school districts and provides warrant verification services ensuring valid credential status for certificated staff throughout the county.</p>   | <p>The SJCOE Human Resources Department conducts scheduled credential assignment monitoring and review for school districts and provides warrant verification services ensuring valid credential status for certificated staff throughout the county.<br/>Salaries &amp; Benefits 2xxx - 3xxx<br/>Base 122340.00</p> <p>4000-4999: Books And Supplies<br/>Base 6300.00</p> <p>5000-5999: Services And Other Operating Expenditures Base</p>  | <p>Scheduled credential assignment monitoring and review for school districts, and warrant verification services ensuring valid credential status for certificated staff throughout the county as provided by the Human Resources Department. This is not measureable by priority metrics and will be removed from the LCAP.</p>                               | <p>No additional cost</p> |

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|   | 10100.00  |  |                           |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |
| <p>Provide purchasing, operations, risk management, vehicle and facility maintenance, facility construction, and building operations. SJCOE continues to fund a deferred maintenance program. Maintaining facilities are essential for students success to be in a safe, clean and well-maintained facility.</p>  | <p>Provide purchasing, operations, risk management, vehicle and facility maintenance, facility construction, and building operations. SJCOE continues to fund a deferred maintenance program. Maintaining facilities are essential for students success to be in a safe, clean and well-maintained facility.</p> <p>Salaries &amp; Benefits 2xxx - 3xxx<br/>Base 1060633.00</p> <hr/> <p>4000-4999: Books And Supplies<br/>Base 239935.00</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base<br/>1650943.00</p> <hr/> <p>6000-6999: Capital Outlay Base<br/>952731.00</p> | <p>This was determined to not be applicable to the LCAP and is being removed as an Action/Service.</p>   | <p>No additional cost</p> |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>  |   | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |

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| <p>_ Other Subgroups: (Specify)</p>  |  |  |                           |
| <p>Data processing provides administrative software systems for payroll, finance, electronic transfer of information to and from financial institutions, county offices, State offices, and the Federal Government, a help desk call center, repair and support for 25,000 computers, software sales and installation, network services that provide high-speed Internet connections and web servers, over 4,000 e-mail accounts, network wiring installation inside schools and connections to SJCOE, and training on computer hardware and software systems.</p> | <p>Data processing provides administrative software systems for payroll, finance, electronic transfer of information to and from financial institutions, county offices, State offices, and the Federal Government, a help desk call center, repair and support for 25,000 computers, software sales and installation, network services that provide high-speed Internet connections and web servers, over 4,000 e-mail accounts, network wiring installation inside schools and connections to SJCOE, and training on computer hardware and software systems.</p> <p>Salaries &amp; Benefits 2xxx - 3xxx<br/>Base 242087.00</p> <p>4000-4999: Books And Supplies<br/>Base 25090.00</p> <p>5000-5999: Services And Other Operating Expenditures Base<br/>760294.00</p> <p>6000-6999: Capital Outlay Base<br/>6900.00</p> | <p>This was determined to not be applicable to the LCAP and is being removed as an Action/Service.</p>   | <p>No additional cost</p> |
| <p>Scope of Service   Countywide</p> <hr/> <p>_ All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>  |  | <p>Scope of Service</p> <hr/> <p>_ All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |                           |
| <p>Scope of Service</p>  |  | <p>Scope of Service</p>  |                           |

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|--|---|--|--|
| <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>  | <p>After reviewing the plan with Stakeholders, Advisory Groups and the County Board, this goal has been removed from San Joaquin County Office of Education's Local Control Accountability Plan because it is not directly related to the student population served by the County Office and not measurable by the metrics associated with the state priorities. All priorities associated with the goal originally are addressed in other goals in the plan. After discussion with Stakeholder Groups and Advisory Groups it was determined in the fall of 2014 that several of our goals in the 14-15 LCAP were not appropriate for the LCAP. While the services mentioned in 14-15 Goals 1-5 are services provided by San Joaquin County Office of Education, they are services that we provide to our Districts, therefore the metrics for measurement required for the 8 State Priorities are not applicable. The outcome of stakeholder discussions determined that we would remove 14-15 Goals 1-5 in the 15-16 LCAP, and that the remaining goals would address the 8 State Priorities and allow for measurement of progress within our own Student Programs. 14-15 Goals 1-5 were removed from the LCAP moving forward in 15-16. Because the conclusion to remove this goal was made early in the fall of 2014, monitoring of progress or effectiveness of Actions and Services was not done and many Actions and Services for this goal will be removed from the plan moving forward.</p> |  |  |

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|   |  |  |                           |
|---|--|--|---------------------------|
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |
| <p>Promote, organize and award the Seal of Bi-literacy to qualified students countywide.</p>  | <p>Promote, organize and award the Seal of Bi-literacy to qualified students countywide.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Other 30692.00</p> <hr/> <p>4000-4999: Books And Supplies<br/>Other 5,000.00</p> | <p>This was not tracked or monitored as part of the LCAP, and will be removed.</p>   | <p>No additional cost</p> |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                           |
| <p>Organize and host a showcase for Project Citizen enabling students an authentic opportunity to show their work.</p>  | <p>Organize and host a showcase for Project Citizen enabling students an authentic opportunity to show their work.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Other 5,000.00</p>                                     | <p>This was not tracked or monitored as part of the LCAP, and will be removed.</p>   | <p>No additional cost</p> |
| <p>Scope of Service   Countywide</p> <hr/> <p><input type="checkbox"/> All</p>  |  | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p>  |                           |

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|--|---|--|--|
| <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>  | <p>After reviewing the plan with Stakeholders, Advisory Groups and the County Board, this goal has been removed from San Joaquin County Office of Education's Local Control Accountability Plan because it is not directly related to the student population served by the County Office and not measurable by the metrics associated with the state priorities. All priorities associated with the goal originally are addressed in other goals in the plan. After discussion with Stakeholder Groups and Advisory Groups it was determined in the fall of 2014 that several of our goals in the 14-15 LACP were not appropriate for the LCAP. While the services mentioned in 14-15 Goals 1-5 are services provided by San Joaquin County Office of Education, they are services that we provide to our Districts, therefore the metrics for measurement required for the 8 State Priorities are not applicable. The outcome of stakeholder discussions determined that we would remove 14-15 Goals 1-5 in the 15-16 LCAP, and that the remaining goals would address the 8 State Priorities and allow for measurement of progress within our own Student Programs. 14-15 Goals 1-5 were removed from the LCAP moving forward in 15-16. Because the conclusion to remove this goal was made early in the fall of 2014, monitoring of progress or effectiveness of Actions and Services was not done and mant Actions and Services for this goal will be removed from the plan moving forward.</p> |  |  |

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

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

|                                       |   |   |
|---------------------------------------|---|---|
| Original GOAL 6 from prior year LCAP: | Improve student attendance, by decreasing truancy.  | Related State and/or Local Priorities:<br>1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify  |
| Goal Applies to:                      | Schools: All<br>Applicable Pupil Subgroups: All   |   |
| Expected Annual Measurable Outcomes:  | Students in our programs struggle with daily life. Their challenges supersede those of students in a traditional setting. By focusing on attendance, a higher percentage of students will be in a safe, learning environment where students can focus on attaining skills that will help them reach their goals academically and keep them safe from the dangers they face in their communities outside of school. Overall program attendance will increase by 1% while maintaining individual site goals ranging from 85%-95%. | Actual Annual Measurable Outcomes:<br><br>Daily Attendance<br>Community Schools Average<br>2013/2014 82%.<br><br>Daily Attendance:<br>Cruikshank Court Schools Average:<br>2013/2014 95%.<br><br>Truancy Rates/Chronic Absenteeism Rates<br>2013/14 # of Students > 17 absences<br>Community 214<br>Cruikshank 14<br><br>Middle School Drop Out Rates<br>Cruikshank Court: 2013/14 was 0.<br>Community: 2013/14 was 2.3% .<br><br>High School Drop Out Rates<br>Cruikshank Court: 2013/14 was 13.1%.<br>Community: 2013/14 was 13.1%.<br><br>High School Graduation Rates<br>Cruikshank Court Schools: 2013/14 80.1%.<br>Community 2013/14 80.1%.<br><br>Suspension District Daily and IS<br>2013/14 # of Suspensions<br>Community 741<br>Court 219 |

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|  |  | <p>Expulsions District Daily and IS<br/>2013/14 # of Expulsions<br/>Community 3<br/>Cruikshank 0</p> <p>EL Reclassification Rate<br/>Cruikshank 2013-2014 0%<br/>Community 2013/14 17.8%</p> <p>Other measures of school safety and connectedness demonstrated by parent, student, and teacher surveys.</p> <p><b>Safety</b><br/>Parent survey: 92.4% of parents surveyed felt their student was safe at his/her school site.<br/>Student survey: 82.35% of students feel safe at school.<br/>Teacher survey: 64.45% feel safe in their school environment</p> <p><b>Connectedness</b><br/>Student Survey: 62.57% of students feel their teacher cares about them.<br/>Student Survey: 51.10% of students feel their teacher understands their life outside school.<br/>Parent Survey: 98.25% of parents feel the teacher cares about the success of their student.<br/>Parent Survey: 98.82% of parents feel comfortable talking to the teacher about their student.</p> |
|--|--|---|

**LCAP Year: 2014-15**

| Planned Actions/Services  |   | Actual Actions/Services   |   |
|---|---|---|---|
|   | Budgeted Expenditures   |   | Estimated Actual Annual Expenditures  |
| Identify students not meeting 85% attendance goal rate to determine and assign appropriate intervention services. | Identify students not meeting 85% attendance goal rate to determine and assign appropriate intervention services.<br>Salaries & Benefits 1xxx - 3xxx<br>Base 34936.00<br><hr/> 5000-5999: Services And Other Operating Expenditures<br>Concentration 25000.00<br><hr/> 5000-5999: Services And Other Operating Expenditures | Assigned an existing administrator as a full time Coordinator of Intervention Services. This was determined to be effective for Truancy Intervention and Attendance Committee goals and will continue in 15/16. | 1000 - 3000 Salaries & Benefits<br>Base 32039.09<br><hr/> 5000-5999: Services And Other Operating Expenditures Supp/Conc<br>225000.<br><hr/> 4000-4999: Books And Supplies<br>Supp/Conc 2044.67 |

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|  | Supplemental 200000.00<br>4000-4999: Books And Supplies Concentration 750.00<br>4000-4999: Books And Supplies Supplemental 1250.00   |  |  |
| Scope of Service District-wide<br><hr/> <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  | Scope of Service District-wide<br><hr/> <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |
| Facilitate Truancy Task Force Meetings and Truancy Sweeps.   | Facilitate Truancy Task Force Meetings and Truancy Sweeps. Salaries & Benefits 1xxx-3xxx Base 34936.00<br>5000-5999: Services And Other Operating Expenditures Supplemental 200000.00<br>5000-5999: Services And Other Operating Expenditures Concentration 25000.00<br>4000-4999: Books And Supplies Supplemental 1250.00<br>4000-4999: Books And Supplies Concentration 750.00 | Quarterly Truancy Task Force meetings and Truancy Sweeps coordinated by student services director and intervention coordinator. This was determined to be effective for Truancy Intervention and Attendance Committee goals as well as coordination with districts to serve students with a history of truancy and will continue in 15/16.           | 1000 - 3000 Salaries & Benefits Base 32039.09<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 225000.<br>4000-4999: Books And Supplies Supp/Conc 2044.67 |
| Scope of Service District-wide<br><hr/> <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English   |  | Scope of Service District-wide<br><hr/> <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient  |  |

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|--|---|--|--|--|------------------|---------------|--|
| proficient<br>_ Other Subgroups: (Specify)   |   | _ Other Subgroups: (Specify)   |  |  |                  |               |  |
| Maintain an Attendance Leadership Committee and one. STOP Mental Health Outreach.  | Maintain an Attendance Leadership Committee and one. STOP Mental Health Outreach.<br>Salaries & Benefits 1xxx - 3xxx<br>Base 16495.00<br><hr/> 4000-4999: Books And Supplies<br>Other 2020.00<br><hr/> 5000-5999: Services And Other<br>Operating Expenditures Other<br>275740.00 | Maintained Attendance Leadership Committee; daily attendance data shared program-wide, meeting monthly to plan recognition for students and teachers.<br>Perfect attendance luncheon and field trip.<br>Maintain number of clinicians and meet needs of students not Medi-Cal eligible. These actions were determined to be effective to address challenges to school attendance for students and will continue in 15/16.  | 1000 - 3000 Salaries & Benefits<br>Base 37384.13<br><hr/> 4000-4999: Books And Supplies Base<br>2355.89<br><hr/> 5000-5999: Services And Other<br>Operating Expenditures Base<br>300000.00 |  |                  |               |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service  | District-wide  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | District-wide |  |
| Scope of Service   | District-wide   |  |  |  |                  |               |  |
| Scope of Service   | District-wide   |  |  |  |                  |               |  |
| Develop parent/community outreach programs and resources.  | Develop parent/community outreach programs and resources.<br>Salaries & Benefits 1xxx - 3xxx<br>Base 25218.00<br><hr/> 4000-4999: Books And Supplies<br>Supplemental 13500.00<br><hr/> 4000-4999: Books And Supplies<br>Concentration 7000.00                                     | Build upon relationship with Child Abuse Prevention Council to provide parenting and other resources to families.<br>Coordinate with Fathers & Families to host conference promoting positive outcomes for Boys and Men of Color and other male members of families and the community.<br>Promote School Site Council participation including child care and refreshments. The partnerships with community agencies have determined to be effective for parents and school | 1000 - 3000 Salaries & Benefits<br>Base 25299.81<br><hr/> 4000-4999: Books And Supplies<br>Supp/Conc 20500.00  |  |                  |               |  |

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|   |   | staff and we will continue to provide this service to students and families.  |  |   |                  |               |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>   | Scope of Service  | District-wide   |  | <table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table> | Scope of Service | District-wide |  |
| Scope of Service  | District-wide   |   |  |   |                  |               |  |
| Scope of Service  | District-wide   |   |  |   |                  |               |  |
| <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>   |  |   |                  |               |  |
| Maintain a truancy site that works in collaboration with San Joaquin County Probation and Child Abuse Prevention Council.   | <p>Maintain a truancy site that works in collaboration with San Joaquin County Probation and Child Abuse Prevention Council.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 121232.00</p> <p>4000-4999: Books And Supplies Supplemental 925.00</p> <p>4000-4999: Books And Supplies Concentration 450.00</p> | <p>Hire truancy intervention coordinator (added to duties of an existing administrator) who meets regularly with CAPC and coordinates MH and other services to families with truancy challenges.</p> <p>Utilize CAPC clinicians to provide MH support to truant students and families. This was determined to be effective for Truancy Intervention and Attendance Committee goals and will continue for 15/16.</p> | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 84272.84</p> <p>4000-4999: Books And Supplies Supp/Conc 1408.69</p> |   |                  |               |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table>   | Scope of Service  | District-wide   |  | <table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table> | Scope of Service | District-wide |  |
| Scope of Service  | District-wide   |   |  |   |                  |               |  |
| Scope of Service  | District-wide   |   |  |   |                  |               |  |
| <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>   |  |   |                  |               |  |
| Identify Foster Youth, Low Income, English Learners and redesignated  | Identify Foster Youth, Low Income, English Learners and redesignated  | Refer appropriate Foster Youth, Low Income, English Learners and  | 1000 - 3000 Salaries & Benefits Supp/Conc 71867.07   |   |                  |               |  |

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| <p>English Learner students not meeting 85% attendance goal rate to determine and assign additional appropriate intervention services as needed.</p>  | <p>English Learner students not meeting 85% attendance goal rate to determine and assign additional appropriate intervention services as needed.<br/>                 Salaries &amp; Benefits 1xxx - 3xxx Supplemental 38045.00<br/>                 4000-4999: Books And Supplies Supplemental 950.00<br/>                 Salaries &amp; Benefits 1xxx - 3xxx Concentration 17092.00<br/>                 4000-4999: Books And Supplies Concentration 375.00</p> | <p>redesignated English Learner students to truancy intervention services and site.<br/>                 Coordinate FY support with truancy intervention support via FY counselor and admin. These referrals were determined to be effective for FY students and will continue in 15/16.</p>   | <p>4000-4999: Books And Supplies Supp/Conc 1396.35</p>   |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All<br/>                 OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All<br/>                 OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>Facilitate truancy interventions for identified Foster Youth, Low Income, English Learners and redesignated English Learner students.</p>  | <p>Facilitate truancy interventions for identified Foster Youth, Low Income, English Learners and redesignated English Learner students.<br/>                 Salaries &amp; Benefits 1xxx - 3xxx Supplemental 12053.00<br/>                 Salaries &amp; Benefits 1xxx - 3xxx Concentration 5415.00<br/>                 4000-4999: Books And Supplies Supplemental 950.00<br/>                 4000-4999: Books And Supplies Concentration 350.00</p>          | <p>Refer appropriate Foster Youth, Low Income, English Learners and redesignated English Learner students to truancy intervention services and site.<br/>                 Coordination FY support with truancy intervention support by FY counselor and admin. This was determined to be effective and will continue in 15/16.</p>   | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 16014.92<br/>                 4000-4999: Books And Supplies Supp/Conc 1563.32</p> |
| <p>Scope of Service   LEA-wide</p>  |  | <p>Scope of Service</p>  |  |

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| <p><u>  </u> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups: (Specify)</p> |   | <p><u>  </u> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups: (Specify)</p>                      |   |
| <p>Maintain one. STOP Mental Health outreach to Foster Youth, Low Income, English Learners and redesignated English Learners and families.</p>   | <p>Maintain one. STOP Mental Health outreach to Foster Youth, Low Income, English Learners and redesignated English Learners and families.<br/>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 38045.00<br/>Salaries &amp; Benefits 1xxx - 3xxx Concentration 17092.00<br/>4000-4999: Books And Supplies Supplemental 1200.00<br/>4000-4999: Books And Supplies Concentration 450.00</p> | <p>Upon enrollment, students will be interviewed and assessed to determine appropriate support services to offer at school sites.<br/>Maintain one. STOP mental health clinician services to Foster Youth, Low Income, English Learners and redesignated English Learners and families. This was determined to be effective and will continue in 15/16.</p> | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 59014.02<br/>4000-4999: Books And Supplies Supp/Conc 1706.64</p> |
| <p>Scope of Service   LEA-wide</p>   |   | <p>Scope of Service   District-wide</p>   |   |
| <p><u>  </u> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups: (Specify)</p> |   | <p><u>  </u> All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups: (Specify)</p>                      |   |
| <p>Develop parent/community outreach programs and resources for Foster Youth, Low Income, English Learners and redesignated English Learners and families</p>  | <p>Develop parent/community outreach programs and resources for Foster Youth, Low Income, English Learners and redesignated English Learners and families<br/>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 6210.00</p>  | <p>Student Intervention Service opportunities and vendors shared with parents at enrollment, at school sites and at School Site Council meetings by site administration. FY counselor and admin facilitate quarterly liaison meetings where parents are invited and engaged. FY legislation training offered</p>  | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 9000.00<br/>4000-4999: Books And Supplies Supp/Conc 974.21</p>   |

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|   | <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Concentration 2790.00</p> <p>4000-4999: Books And Supplies<br/>Supplemental 690.00</p> <p>4000-4999: Books And Supplies<br/>Concentration 310.00</p>   | <p>as appropriate. This was determined to be effective and will continue in 15/16.</p>   |  |
| <p>Scope of Service   LEA-wide</p> <hr/> <p>_ All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |   | <p>Scope of Service</p> <hr/> <p>_ All<br/>-----<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>           |  |
| <p>Hire an additional school counselor to assist Foster Youth, Low Income, English Learners and redesignated English Learners in meeting their needs in the area of daily attendance.</p>                               | <p>Hire an additional school counselor to assist Foster Youth, Low Income, English Learners and redesignated English Learners in meeting their needs in the area of daily attendance.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Supplemental 67030.00</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Concentration 30115.00</p> <p>4000-4999: Books And Supplies<br/>Supplemental 1200.00</p> <p>4000-4999: Books And Supplies<br/>Concentration 450.00</p> <p>5000-5999: Services And Other<br/>Operating Expenditures<br/>Supplemental 6500.00</p> | <p>FY counselor facilitates outreach to district liaisons, foster parents, foster youth and community for identified special populations. This position is determined to be effective and will continue for 15/16.</p> | <p>1000 - 3000 Salaries &amp; Benefits<br/>Supp/Conc 97145.00</p> <p>4000-4999: Books And Supplies<br/>Supp/Conc 1706.64</p> <p>5000-5999: Services And Other<br/>Operating Expenditures Supp/Conc<br/>6500.00</p> |
| <p>Scope of Service   LEA-wide</p> <hr/> <p>_ All<br/>-----<br/>OR:</p>   |   | <p>Scope of Service   District-wide</p> <hr/> <p>_ All<br/>-----<br/>OR:</p>   |  |

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|---|---|---|--|
| <input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br>_ Other Subgroups: (Specify) |   | <input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br>_ 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?  | As actions and services are implemented and monitored for impact, longitudinal data will determine efficacy and funding levels. There is a need for additional campus monitors (Campus Security Technicians), truancy intervention and mental health services to students. Additional funding is necessary to expand these programs. If those funding sources become available, those programs will be expanded upon. |   |  |

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

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

|                                       |  |                                    |   |
|---------------------------------------|--|------------------------------------|---|
| Original GOAL 7 from prior year LCAP: | To improve academic rigor and consistency across student programs.   |                                    | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br><br>COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/><br><br>Local : Specify   |
| Goal Applies to:                      | Schools: All   | Applicable Pupil Subgroups: All    |   |
| Expected Annual Measurable Outcomes:  | By increasing the consistency of rigor throughout our program, students will become critical thinkers, master the Common Core Standards, and be better equipped to become the leaders of tomorrow. | Actual Annual Measurable Outcomes: | Teacher Credentialing and Assignment<br>Community 49 full credential, 3 without credential.<br>Community 0 working outside subject area of competence.<br>Cruikshank 12 Full Credential, 0 without credential.<br>Cruikshank 0 working outside subject area of competence.<br><br>Access to Instructional Materials:<br>Degree to which students have sufficient access to standards-aligned instructional materials:<br>All teachers have had 3 years of professional development in the common core. Supplemental and core resources are aligned with common core as well as teacher developed program curriculum is using CCSS. The math department is currently piloting CCSS aligned curriculum and will adopt a curriculum next academic year. Edmentum's online learning solutions program PLATO provides coursework that is aligned with California Standards.<br><br>Facilities in Good Repair<br>School Maintenance and Repair<br>Community Schools 2013-2014<br>The condition of the Community Schools facilities, is rated "good" overall. A scheduled maintenance and cleaning program is administered by Community y Schools to ensure that all classrooms, restrooms, and facilities are well maintained and in good repair. The Director of Student Services works with the cleaning staff to develop a schedule that ensures clean and safe schools. |

School Maintenance and Repair  
Cruikshank Court Schools  
San Joaquin County Juvenile Hall operates in facilities owned and maintained by San Joaquin County (not the Office of Education).

Information on teacher credentialing, teacher assignment, access to instructional materials, and facility maintenance are provided based on the information documented in our 2013-2014 SARC report.

Implementation of content and performance standards for all students, including EL:  
All teachers have been trained in California Common Core State Standards. The program implements and develops teacher designed lessons that utilize the Common Core State Standards. Ongoing training and support in CCSS development for both teacher and administration occurs monthly at the County Office of Education and can be verified by the professional development schedule and session sign-in sheets.

EL progress towards proficiency: We have a designated period of time per day specifically for EL instruction and we use Edge Curriculum designed to enhance student acquisition of English proficiency during this period of time. Our staff has also received professional development in Structures and Strategies for use with EL students.

Programs and Services That Enable EL's to access Core and ELD standards: All EL students are enrolled in core academic classes needed to meet graduation requirements and other program course graduation requirements. Teachers have received specific training on EL instructional strategies to support EL student learning in core academic courses and they continue to develop those instructional strategies during collaborative professional development time that is built into the teacher's schedule. ELD Standards training for all staff is in the planning stages and with the goal of implementing the plan in the Fall of 2015. Over a two year period of time, the new ELD standards will be integrated into the core academic courses. Further support for EL learners will be accomplished by training all Instructional Staff on CLOSE reading strategies over the same two year time frame.

Statewide Assessments:  
CAHSEE Testing  
2014 Census Data

Math - Community Schools  
Students Tested:332  
Passing Rate:28%

ELA - Community Schools  
Students Tested:350  
Passing Rate:23%

Math - Cruikshank Court Schools  
Students Tested:56  
Passing Rate:32%

ELA - Cruikshank Court Schools  
Students Tested:54  
Passing Rate:24%

CAASP CST Science Test 2013-2014  
Community Schools  
Number of Students Tested: 5th (20), 8th (51) 10th (148)  
Advanced 5th-10th (0%)  
Proficient 5th (0%), 8th (6%), 10th (4%)  
Basic 5th (20%), 8th (21%), 10th (20%)  
Below Basic 5th (25%), 8th (23%), 10th (26%)  
Far Below Basic 5th (55%), 8th (50%), 10th (50%)

CAASP CST Science Test 2013-2014  
Cruikshank Court Schools  
Number of Students Tested: 10th (22)  
Advanced 10th (0%)  
Proficient 10th (5%)  
Basic 10th (11%)  
Below Basic 10th (32%)  
Far Below Basic 10th (53%)

CTE Completers: There were 12 student in 2013-2014.

Percentage of EL Students who make progress on the CELDT:  
37.6% of EL students made annual progress on the CELDT

EL Reclassification Rate

Cruikshank 2013/14: 0%  
Community 2013/14:17.8%

Note: API, A-G, AP exams and EAP participation are not applicable to our program.

Student access and enrollment broad and in all required areas of study:

In the Community and Court school programs, all students, including unduplicated and exceptional needs students, have access to, and are enrolled in, the same base core education program. Additional programs and services are provided to EL students and Special Education students to meet their needs within the educational setting as needed. On-line courses are available to all students for credit recovery or advanced course work. this level of course access is verified by program schedules, on-line programs, class rosters, IEP's, and lesson plans. We will maintain this level of course access for all students.

Other Outcomes and Measures:

Students in both Community and Court school programs will be measured through additional assessments such as Measures of Academic Progress (MAP) testing in mathematics and English language through Northwest Evaluation Association and the Program Wide Writing Assessment (PWA) consisting of two tasks, both of which are administered twice each year, in the fall and spring.

NWEA (MAP Testing) 2013-2014

Community Schools

Math 6th grade

Students Tested: 11

Mean RIT:198.5

Std Deviation: 12.6

Math 7th grade

Students Tested: 14

Mean RIT: 204.1

Std Deviation: 19.6

Math 8th grade

Students Tested: 33

Mean RIT: 208.3

Std Deviation: 15.8

Math 9th grade

Students Tested: 68

Mean RIT: 210.5

Std Deviation: 13.1

Math 10th grade

Students Tested: 111

Mean RIT: 210.7

Std Deviation: 15.4

Math 11th grade

Students Tested: 154

Mean RIT: 215.7

Std Deviation: 15.6

Math 12th grade

Students Tested: 135

Mean RIT: 218.2

Std Deviation: 14.3

Reading 7th grade

Students Tested: 14

Mean RIT: 197.6

Std Deviation: 17.8

Reading 8th grade

Students Tested: 25

Mean RIT: 200.0

Std Deviation: 19.3

Reading 9th grade

Students Tested: 60

Mean RIT: 203.5

Std Deviation: 13.7

Reading 10th grade

Students Tested: 106

Mean RIT: 207.1

Std Deviation: 15.2

Reading 11th grade

Students Tested: 165

Mean RIT: 211.3  
Std Deviation: 16.1

Reading 12th grade  
Students Tested: 130  
Mean RIT: 211.6  
Std Deviation: 14.2

NWEA (MAP Testing) 2013-2014  
Cruikshank Court Schools

Math 11th grade  
Students Tested: 11  
Mean RIT: 210.4  
Std Deviation: 21.8

Reading 11th grade  
Students Tested: 11  
Mean RIT: 209.0  
Std Deviation: 14.5

Program Wide Writing Assessment (PWA). This writing assessment is administered to students twice annually and is comprised of two writing tasks during each administration.  
Community Schools

Task 1 fall 2013 average score:1.85  
Task 1 spring 2014 average score: 2.4  
Task 2 fall 2014 average score: 2.03  
Task 2 spring 2014 average score:2.2

Program Wide Writing Assessment (PWA)  
Cruikshank Court Schools  
Task 1 fall 2013 average score: 1.85  
Task 1 spring 2014 average score: 2.4  
Task 2 fall 2013 average score: 2.03  
Task 2 spring 2014 average score: 2.2

Plan for Expelled Youth  
The San Joaquin County Office of Education (SJCOE), in conjunction with superintendents of the school districts within the county, has assisted in the development of the Countywide Plan for Expelled Youth as required by Education code 48926. The plan was adopted by the SJCOE in 1997 and is updated every three years thereafter.

The plan shall enumerate existing educational alternatives for expelled youth, identify gaps in educational services to expelled pupils and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

SJCOE offers educational alternatives to expelled students through the Court and Community Schools and county-operated Charter Schools. Districts can recommend referral of expelled students to County Community schools and/or county-operated Charter schools.

In the community school program, we provide mental health and nursing services, after school programs, CAHSEE tutoring classes, counseling, and opportunities to participate in "Quest" activities such as hiking to the top of Half Dome in Yosemite and camping overnight at Lake Tahoe.

San Joaquin County continues to work on ensuring that students enroll in a timely fashion after a district expulsion. The process is working fairly well at this point and while it is an area we continue to work on, it is no longer a significant gap. Expanding options for K - 6 students is another area the county is working on. Districts are now providing more options for contracted study for these students, and the county has opened up a second K - 6 class. Having a mental health clinician has greatly improved services to K - 6 expelled youth in county-operated programs.

For each of the districts in San Joaquin County that operate community day schools for expelled students, another option is available if the students fit the criteria stated above. Those students who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils are referred to the San Joaquin County Office of Education Community School/Day Center program. They will serve out the term of their expulsion and return to the district of residence, or remain in the community school for the duration of their high school years. Should they leave the program and opt to return at a later date, if they are progressing toward graduation and

making progress in their credit acquisition, they are readmitted to the program. Once they have turned 18, as long as they show adequate progress, they may return to the community school.

The SJCOE has created "Insight" classrooms for students with serious behavioral problems. Students who are suspended from SJCOE are assigned to one of the seven Insight classrooms located throughout the County. Insight classrooms provide a low teacher to student ratio and focus on personal responsibility and awareness. When students have exhibited consistent success at an Insight classroom, they are transferred to a larger community school site. In the case of San Joaquin County Office of Education, there are 22 community school sites located throughout the county, so finding another placement for a student is not difficult. (See attached document for the complete county plan for expelled youth.)

Link to SJCOE website for full copy of our Expulsion Policy and Plan: <http://www.sjcoe.org/Results.aspx?q=expulsion>

Coordination of Services Foster Youth

School placement: Provide Professional Development to all county School District Foster Youth Liaisons and other School District and School-based personnel on current and past legislation and reflecting education code. Trainings and on-going collaboration with district personnel will result in:

- Immediate enrollment of foster youth
- Increase in school attendance
- Increased/improved academic performance -Increased graduation rate -Decrease in suspension and expulsion rates

Provide educational status and progress information to child welfare agency: Build and Train Community Collaborative Agencies and Partnerships working with foster youth such as the following:

- Health and Human Services Children's Social Workers - Probation Officers -Juvenile dependency court -Mental Health Clinicians -Public Health Nurses -Other Community agencies and representatives working with foster youth

Requests from juvenile court to ensure delivery and coordination of educational services: Build and Train Community Collaborative Agencies and Partnerships working with foster

youth such as the following:

- Health and Human Services Children's Social Workers - Probation Officers -Juvenile dependency court -Mental Health Clinicians -Public Health Nurses -Other Community agencies and representatives working with foster youth

Mechanism for efficient expeditious transfer to health and education records:

- Coordinate academic and behavioral services and information between all partner agencies including Social Services and LEA's to expedite educational progress, district and school support needs and services and facilitate required documentation.

Foster Youth Services

Total number served 2013/14 was 1,349.

Foster Youth Receiving Independent Living Services

2013/14:178

Foster Youth Receiving Vocational/CTE Support Services

2013/14:184

Foster Youth Receiving Post-secondary Preparation and Support Services

2013/14:178

Foster Youth Students in Grades 9-12 Receiving Services

2013/14: 415

Foster Youth Passing CAHSEE Math and ELA

2013/14: 141

Foster Youth Grade 12 Eligible to Complete High School Program

2013/14: 93

Foster Youth Students that Completed High School Program

2013/14: 42

LCAP Year: 2014-15

| Planned Actions/Services  |  | Actual Actions/Services   |  |
|---|--|---|--|
| Budgeted Expenditures   |  | Estimated Actual Annual Expenditures  |  |
| Coordinated, systematic Staff Development for County Operated School Programs provided by curricular experts within The Educational Services Department and other educational entities.   | Coordinated, systematic Staff Development for County Operated School Programs provided by curricular experts within The Educational Services Department and other educational entities.<br>Salaries & Benefits 1xxx - 3xxx Supplemental 34084.00 | Five Curriculum Consultants contracted to facilitate professional development and plan curriculum with teaching staff and administration.<br>Administrative Coach contracted to facilitate administrative professional development including effective teaching observation, teacher coaching and evaluation calibration.<br>Fierce Conversations training facilitated for administrative team. This was determined to be effective for teachers and administrators and will continue in 15/16. | 1000 - 3000 Salaries & Benefits Supp/Conc 38016.                       |
|   | Salaries & Benefits 1xxx - 3xxx Base 15313.00  |   | 4000-4999: Books And Supplies Supp/Conc 5515.35                        |
|   | 4000-4999: Books And Supplies Supplemental 4020.00   |   | 5000-5999: Services And Other Operating Expenditures Supp/Conc 1165.20 |
|   | 4000-4999: Books And Supplies Concentration 1200.00  |   |  |
|   | 5000-5999: Services And Other Operating Expenditures Supplemental 1136.00  |   |  |
| Scope of Service: LEA-wide  |  | Scope of Service: District-wide   |  |
| <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)  |  |
| Consult and design English Language Learner programs and recommendations for delivery.  | Consult and design English Language Learner programs and recommendations for delivery.<br>Salaries & Benefits 1xxx - 3xxx Supplemental 25473.00  | Contracted with consultant from SJCOE Ed Services department to provide information regarding fluid EL standards integration into core curriculum. This was determined to be effective and will continue in 15/16.  | 1000 - 3000 Salaries & Benefits Supp/Conc 25573.53                     |
|   | 4000-4999: Books And Supplies Supplemental 2300.00   |   | 4000-4999: Books And Supplies Supp/Conc 5298.17                        |
|   | 4000-4999: Books And Supplies  |   |  |

|   |   |  |   |  |                  |               |  |
|---|---|--|---|--|------------------|---------------|--|
|   | Concentration 700.00  |  |   |  |                  |               |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table><br><input type="checkbox"/> All<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service  | LEA-wide   |   | <table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table><br><input type="checkbox"/> All<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Scope of Service | District-wide |  |
| Scope of Service  | LEA-wide  |  |   |  |                  |               |  |
| Scope of Service  | District-wide   |  |   |  |                  |               |  |
| Develop a reading leadership team of teachers with the intent of emphasizing reading and writing across the curriculum. These teachers will research and evaluate reading programs to determine a program/process for program-wide implementation.  | Develop a reading leadership team of teachers with the intent of emphasizing reading and writing across the curriculum. These teachers will research and evaluate reading programs to determine a program/process for program-wide implementation<br>Salaries & Benefits 1xxx - 3xxx Supplemental 7167.00<br>4000-4999: Books And Supplies Base 10500.00<br>4000-4999: Books And Supplies Concentration 3255.00 | Four teachers completed several trainings and implemented the strategies and/or programs obtained into the classroom setting, collected data, and analyzed most effective practices. This support was determined to be effective and will be developed further in 15/16. | 1000 - 3000 Salaries & Benefits Supp/Conc 7484.89<br>4000-4999: Books And Supplies Supp/Conc 15279.33 |  |                  |               |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table><br><input checked="" type="checkbox"/> All<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)            | Scope of Service  | LEA-wide   |   | <table border="1"> <tr> <td>Scope of Service</td> <td>District-wide</td> </tr> </table><br><input checked="" type="checkbox"/> All<br><hr style="border-top: 1px dashed black;"/> OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)            | Scope of Service | District-wide |  |
| Scope of Service  | LEA-wide  |  |   |  |                  |               |  |
| Scope of Service  | District-wide   |  |   |  |                  |               |  |
| Increase administrator and teacher knowledge of the capacity of Measure   | Increase administrator and teacher knowledge of the capacity of   | Site Data Leaders attended monthly Data Leadership trainings. Site Data  | 1000 - 3000 Salaries & Benefits Base 54773.19   |  |                  |               |  |

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| <p>of Academic Progress Assessment. Enabling staff to use the assessment data to continue to improve instruction to meet student needs.</p>   | <p>Measure of Academic Progress Assessment. Enabling staff to use the assessment data to continue to improve instruction to meet student needs.<br/>Salaries &amp; Benefits 1xxx - 3xxx Base 47457.00<br/>4000-4999: Books And Supplies Supplemental 3000.00<br/>4000-4999: Books And Supplies Concentration 1000.00</p>   | <p>Leaders conducted monthly Data Meeting with site teams studying formative and summative assessments and studying student progress. Instructional strategies and objectives were adjusted according to that data review. Continued development of expertise in the use of assessment data will be supported in 15/16.</p> | <p>4000-4999: Books And Supplies Supp/Conc 6508.95</p>   |
| <p>Scope of Service   program-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p> |  | <p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>  |  |
| <p>Provide and improve tutoring opportunities for students, with the goal to remediate students in areas of individual need.</p>  | <p>Provide and improve tutoring opportunities for students, with the goal to remediate students in areas of individual need.<br/>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 46875.00<br/>5000-5999: Services And Other Operating Expenditures Supplemental 4000.00<br/>4000-4999: Books And Supplies Supplemental 1250.00<br/>4000-4999: Books And Supplies Concentration 900.00</p> | <p>Hired 22 tutors who work at 13 school sites to assist students with basic skills and the standards necessary to pass the Ca High School Exit Exam. This was determined to be effective and will be maintained in 15/16.</p>  | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 54119.85<br/>5000-5999: Services And Other Operating Expenditures Other 4252.00<br/>4000-4999: Books And Supplies Supp/Conc 3353.09</p> |
| <p>Scope of Service   program-wide</p> <hr/> <p><input type="checkbox"/> All<br/>OR:</p>  |  | <p>Scope of Service   district-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>OR:</p>  |  |

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|---|---|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>  |   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>   |   |
| <p>Developing an English Language Learner program design and then monitoring its implementation.</p>  | <p>Developing an English Language Learner program design and then monitoring its implementation.<br/>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 29581.00</p> <p>4000-4999: Books And Supplies Supplemental 2750.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 12910.00</p>  | <p>Adopted EDGE ELL curriculum. Provided professional development for ELA teachers for site instruction contributing to 27 students' ELL designation being reclassified to English Language Proficient this school year. This was determined to be effective and EL standards integration and support will continue in 15/16.</p>  | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 28099.88</p> <p>4000-4999: Books And Supplies Supp/Conc 2912.11</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 13572.00</p> |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>Maintain the ELD professional learning community of teachers and administration to best meet the needs of English Learners and redesignated English Learners.</p>  | <p>Maintain the ELD professional learning community of teachers and administration to best meet the needs of English Learners and redesignated English Learners.<br/>Salaries &amp; Benefits 1xxx - 3xxx Supplemental 25888.00</p> <p>4000-4999: Books And Supplies Supplemental 1000.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 5200.00</p> | <p>ELD Professional Learning Community met 4 times per year with the ELD consultant providing assistance to continue PLC goals and work onsite with PLC team members. This was determined to be effective and EL standards integration and support will continue in 15/16.</p>   | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 27456.54</p> <p>4000-4999: Books And Supplies Supp/Conc 1247.89</p> <p>5000-5999: Services And Other Operating Expenditures Supp/Conc 6245.77</p>  |

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| <p>Scope of Service</p> <p>LEA-wide</p>  |   | <p>Scope of Service</p> <p>District-wide</p>   |  |
| <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>Foster Youth tutoring offered 4 hours per week.</p>   | <p>Increase Foster Youth tutoring offered to 4 hours per week.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Concentration 12280.00</p> <p>4000-4999: Books And Supplies<br/>Other 27263.00</p> <p>5000-5999: Services And Other<br/>Operating Expenditures Other<br/>53938.00</p> | <p>Tutors were available at each elementary school site for 4 hours per week. This was determined to be effective for students and will continue in 15/16.</p>   | <p>1000 - 3000 Salaries &amp; Benefits<br/>Supp/Conc 13796.60</p> <p>4000-4999: Books And Supplies<br/>Other 18256.00</p> <p>5000-5999: Services And Other<br/>Operating Expenditures Other<br/>53715.00</p> |
| <p>Scope of Service</p> <p>program-wide</p>  |   | <p>Scope of Service</p> <p>District-wide</p>   |  |
| <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>            |   | <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>            |  |
| <p>CAHSEE tutoring offered 4 hours per week for Low Income and English Learner students.</p>   | <p>CAHSEE tutoring offered 4 hours per week for Low Income and English Learner students</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Supplemental 12525.00</p> <p>4000-4999: Books And Supplies<br/>Supplemental 1100.00</p>  | <p>22 teachers were present at 13 sites providing CAHSEE tutoring this school year. This was determined to be effective for students and will continue in 15/16.</p>   | <p>1000 - 3000 Salaries &amp; Benefits<br/>Supp/Conc 14916.91</p> <p>4000-4999: Books And Supplies<br/>Supp/Conc 1765.28</p>   |

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|---|---|--|---|
|   | 4000-4999: Books And Supplies<br>Concentration 400.00   |  |   |
| Scope of Service   LEA-wide<br><hr/> _ All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |   | Scope of Service   District-wide<br><hr/> _ All<br>-----<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |   |
| Increase the number of SES Tutoring options for English Learner and redesignated English Learner students.  | Increase the number of SES Tutoring options for English Learner and redesignated English Learner students.<br>Salaries & Benefits 1xxx - 3xxx<br>Other 24865.00<br><hr/> 4000-4999: Books And Supplies<br>Other 21136.00<br><hr/> 5000-5999: Services And Other Operating Expenditures Other<br>119771.00 | 22 teachers were present at 13 sites providing CAHSEE tutoring this school year. This was determined to be effective for students and will continue in 15/16.  | 1000 - 3000 Salaries & Benefits<br>Other 34183.23<br><hr/> 4000-4999: Books And Supplies<br>Other 21886.83<br><hr/> 5000-5999: Services And Other Operating Expenditures Other<br>122692.00 |
| Scope of Service   LEA-wide<br><hr/> _ All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)            |   | Scope of Service   District-wide<br><hr/> _ All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><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   | As actions and services are implemented and monitored for impact, longitudinal data will determine efficacy and funding levels. Assessment tools may change due to expense and teacher usage data.  |  |   |

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

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

|  |   |  |
|--|---|--|
| Original GOAL 8 from prior year LCAP:                            | To improve our capacity for building and growing relationships between our program, students, parents and the community.  | Related State and/or Local Priorities:<br>1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _<br><br>COE only: 9 _ 10 _<br><br>Local : Specify  |
| Goal Applies to: Schools: All<br>Applicable Pupil Subgroups: All |   |  |
| Expected Annual Measurable Outcomes:                             | Students will grow academically and personally. As relationships are established and nurtured, they begin to view their community as a resource for their success and realize their individual potential.<br>~students will attend school more frequently<br>~students academic scores will increase<br>~students will earn more credits<br>~there will be an increase in high school graduates<br>~drop-out rates will decline<br>~delinquency and truancy will decline<br>~student safety will increase | Actual Annual Measurable Outcomes:<br>Parents are encouraged to get involved in the school program to help enrich their student's educational experience.<br>Develop parent/community outreach program/resources Actions:<br><ul style="list-style-type: none"> <li>• The parent /community outreach program has taken form in our School Site Council (SSC), District English Learner Advisory Committee (DELAC), and District Advisory Committee (DAC) at our court schools. These committees meet three to four times throughout the school year. Administrators, teachers, students, parents, staff members, and community members attend the meetings.</li> <li>• We host back to school nights for each of our school sites in the fall.</li> <li>• Parent's teacher conference weeks are held at the end of each quarter (3 times a year).</li> <li>• Parent surveys are updated by parents each year and administered annually during parent/teacher conference week in the 2nd semester. This information is shared and helps to guide planning for the following school year.</li> <li>• Parents &amp; students meet for orientation at school sites</li> <li>• Mass enrollments are scheduled at school sites within the community</li> <li>• Back to school nights at each site</li> <li>• School Site Council/District English Learner Advisory Committee (3 times a year)</li> <li>• Parent Teacher Conferences held each quarter (3 times a year)</li> <li>• Parents are an integral member of the IEP team.</li> <li>• As members of the IEP team, parents are encouraged to participate and have an equal say in decisions made regarding their child.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Throughout the IEP process parents are kept informed of their child's progress through parent/teacher/student conference, emails, and phone calls.</li> </ul> <p>In order to ensure parents are informed of meeting, events, testing and other information concerning their student, materials are translated into Spanish as well as automated calls made to parents through our Connect Ed system.</p> |
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**LCAP Year: 2014-15**

| Planned Actions/Services   |  | Actual Actions/Services   |   |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
|--|--|---|---|--|--|---------------|---|--|---------------------------------------|--|---|--|---|--|--|--|---|-------|-----|--|--|--|---|--|---------------------------------------|--|---|--|---|--|--|
| Budgeted Expenditures  |  | Estimated Actual Annual Expenditures  |   |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
| Continue to strengthen and grow our relationship with San Joaquin County Department of Probation.  | Continue to strengthen and grow our relationship with San Joaquin County Department of Probation.<br>Salaries & Benefits 1xxx - 3xxx Supplemental 10899.00<br>5000-5999: Services And Other Operating Expenditures Base 2000.00<br>4000-4999: Books And Supplies Supplemental 4500.00<br>4000-4999: Books And Supplies Concentration 1395.00 | Collaborated on celebration of 20 year partnership with San Joaquin County Probation.<br>Maintain bi-weekly meetings with SJ Co. Probation staff serving program students.<br>Maintain day reporting school program, Reconnect. Facilitation of the regular meetings of Probation partners was determined to be effective for students/programs and will continue in 15/16. | 1000 - 3000 Salaries & Benefits Supp/Conc 11014.12<br>5000-5999: Services And Other Operating Expenditures Supp/Conc 2000.00<br>4000-4999: Books And Supplies Supp/Conc 6238.92 |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
| <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>LEA-wide</td> </tr> </table>  | Scope of Service   | LEA-wide  |   | <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District-wide</td> </tr> </table> | Scope of Service                           | District-wide |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
| Scope of Service   | LEA-wide   |   |   |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
| Scope of Service   | District-wide  |   |   |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
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| <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)  |  |   |   |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |
| Review expulsion referrals to determine appropriate support services for those students on   | Review expulsion referrals to determine appropriate support  | Student needs evaluated and programs initiated at enrollment based on information provided by the referring   | 1000 - 3000 Salaries & Benefits Base 15710.14   |  |  |               |   |  |                                       |  |   |  |   |  |  |  |   |       |     |  |  |  |   |  |                                       |  |   |  |   |  |  |

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| <p>intake/enrollment.</p>   | <p>services for those students on intake/enrollment.<br/>Salaries &amp; Benefits 1xxx - 3xxx<br/>Base 15715.00</p> <hr/> <p>4000-4999: Books And Supplies<br/>Base 1000.00</p>   | <p>entity as well as staff evaluative questions by program counselor and health staff. This was determined to be effective for students and will continue in 15/16.</p>  | <p>4000-4999: Books And Supplies Base<br/>1102.34</p>   |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils<br/><input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth<br/><input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups: (Specify)</p>  |   |
| <p>Continue to infuse the Concept of one. throughout our program through staff development, quests, and site culture.</p>   | <p>Continue to infuse the Concept of one. throughout our program through staff development, quests, and site culture.<br/>Salaries &amp; Benefits 1xxx - 3xxx<br/>Base 13141.00</p> <hr/> <p>4000-4999: Books And Supplies<br/>Other 41455.00</p> <hr/> <p>5000-5999: Services And Other<br/>Operating Expenditures Other<br/>40455.00</p> | <p>Included question specifically related to quests and site culture to program stakeholder surveys.<br/>Program curriculum written to include Concept of one. integration.<br/>Team of staff trained to be Eliminating Barriers to Learning (EBL) curriculum trainers.<br/>Initiated an Educator of the Month program to recognize staff.<br/>Initiated Student Awards Night to recognize accomplishments of students over the course of the school year.<br/>Increased business partnerships including Financial Literacy curriculum and instruction with Wells Fargo Bank.<br/>These strategies were determined to be effective for students and will develop further in 15/16.</p> | <p>1000 - 3000 Salaries &amp; Benefits<br/>Base 13244.22</p> <hr/> <p>4000-4999: Books And Supplies Base<br/>39258.47</p> <hr/> <p>5000-5999: Services And Other<br/>Operating Expenditures Base<br/>47856.21</p> |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All<br/>-----</p>  |  | <p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>-----</p>   |   |

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| <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>  |   | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>  |   |
| <p>Create new avenues for parent outreach and participation.</p>  | <p>Create new avenues for parent outreach and participation.<br/>                 Salaries &amp; Benefits 1xxx - 3xxx Supplemental 272540.00<br/>                 Salaries &amp; Benefits 1xxx - 3xxx Base 122446.00<br/>                 4000-4999: Books And Supplies Supplemental 55243.00<br/>                 4000-4999: Books And Supplies Base 24820.00<br/>                 5000-5999: Services And Other Operating Expenditures Supplemental 160410.00</p> | <p>Revised parent surveys to include questions related to site and program improvement.<br/>                 Personal phone calls by teachers, administrators and support staff inviting parents to School Site Council, Student Awards Night and LCAP Stakeholder meetings.<br/>                 Parent/teacher conference attendance monitored and emphasized.<br/>                 Increased use of Google Classroom allowing parents log in access to student assignments and corresponding assessment. These strategies were determined to be effective for students and will be developed further in 15/16.</p> | <p>1000 - 3000 Salaries &amp; Benefits Supp/Conc 203917.00<br/>                 1000 - 3000 Salaries &amp; Benefits Base 87393.10<br/>                 4000-4999: Books And Supplies Supp/Conc 12780.00<br/>                 4000-4999: Books And Supplies Base 5476.00<br/>                 5000-5999: Services And Other Operating Expenditures Base 53715.00</p> |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |   |
| <p>Increase parent participation by 5% in the Parent/Student/Teacher conferences which occur three times per year.</p>  | <p>Increase parent participation by 5% in the Parent/Student/Teacher conferences which occur three times per year.<br/>                 Salaries &amp; Benefits 1xxx - 3xxx</p>   | <p>Personal phone calls, mailers, newsletter, Ed Connect telephone calls used to encourage parent participation in Parent/Teacher conferences. These strategies were determined to be</p>   | <p>1000 - 3000 Salaries &amp; Benefits Base 9346.55<br/>                 4000-4999: Books And Supplies Base 510.55</p>  |

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|   | <p>Base 3908.00</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Base 2697.00</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>1060.00</p> <p>4000-4999: Books And Supplies<br/>Base 360.00</p>  | <p>effective for students and will be developed further in 15/16.</p>  |  |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>                       |  | <p>Scope of Service   District-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>            |  |
| <p>Identify resources to support migrant students.</p>  | <p>Identify resources to support migrant students.</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Supplemental 3817.00</p> <p>4000-4999: Books And Supplies<br/>Supplemental 960.00</p> <p>5000-5999: Services And Other<br/>Operating Expenditures<br/>Supplemental 1000.00</p> | <p>Refer identified Migrant Students to the Migrant Ed Department. Recent budget cuts have diminished the staff and services available through that department.</p> <p>Make referrals to El Concillio: Council For the Spanish Speaking as needed.</p> <p>Resources from these stakeholders are effective and will be continued in 15/16.</p>  | <p>1000 - 3000 Salaries &amp; Benefits<br/>Supp/Conc 5455.23</p> <p>4000-4999: Books And Supplies<br/>Supp/Conc 920.00</p> <p>5000-5999: Services And Other<br/>Operating Expenditures Supp/Conc<br/>1745.29</p> |
| <p>Scope of Service   LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service   District-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |  |

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| <p>Hire an additional school counselor to help build stronger relationships with Foster Youth, Low Income, English Learners and redesignated English Learner students and families.</p>  | <p>Hire an additional school counselor to help build stronger relationships with Foster Youth, Low Income, English Learners and redesignated English Learner students and families.<br/>Salaries &amp; Benefits 1xxx - 3xxx<br/>Supplemental 67030.00</p> <p>Salaries &amp; Benefits 1xxx - 3xxx<br/>Concentration 30115.00</p> | <p>Hired school counselor to help build stronger relationships with Foster Youth, Low Income, English Learners and redesignated English Learner students and families through individualized case management. This was determined to be effective for students and will be developed further in 15/16.</p>  | <p>1000 - 3000 Salaries &amp; Benefits<br/>Supp/Conc 97434.16</p> |
| <p>Scope of Service: LEA-wide</p> <p>____ All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/>____ Other Subgroups: (Specify)</p> |   | <p>Scope of Service: District-wide</p> <p>____ All<br/>-----<br/>OR:<br/><input checked="" type="checkbox"/> Low Income pupils<br/><input checked="" type="checkbox"/> English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/><input checked="" type="checkbox"/> Redesignated fluent English proficient<br/>____ Other Subgroups: (Specify)</p> |   |
| <p>Independent Living Classes offered 6 hours per week for Foster Youth Students.</p>  | <p>Independent Living Classes offered 6 hours per week for Foster Youth Students.<br/>Salaries &amp; Benefits 1xxx - 3xxx<br/>Concentration 12245.00</p>  | <p>Independent Living Classes offered 6 hours per week for Foster Youth Students. These were determined to be effective for students and will be continued in 15/16.</p>  | <p>1000 - 3000 Salaries &amp; Benefits<br/>Supp/Conc 13296.45</p> |
| <p>Scope of Service: District-wide</p> <p>____ All<br/>-----<br/>OR:<br/>____ Low Income pupils<br/>____ English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/>____ Redesignated fluent English proficient<br/>____ Other Subgroups: (Specify)</p>   |   | <p>Scope of Service: District-wide</p> <p>____ All<br/>-----<br/>OR:<br/>____ Low Income pupils<br/>____ English Learners<br/><input checked="" type="checkbox"/> Foster Youth<br/>____ Redesignated fluent English proficient<br/>____ Other Subgroups: (Specify)</p>  |   |
| <p>Foster Youth Tutors enhance instruction at our elementary school</p>  | <p>Foster Youth Tutors enhance instruction at our elementary school</p>   | <p>A Foster Youth tutor is present at each elementary school site. This was</p>   | <p>1000 - 3000 Salaries &amp; Benefits<br/>Other 133423.71</p>    |

|  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
|--|---|---|---|--|-----|--|---------------------|--|--------------------|--|--|--|--|--|------------------------------|--|--|---|------------------|---------------|-------|--|-----|--|---------------------|--|--------------------|--|--|--|--|--|------------------------------|--|--|
| sites.   | sites.<br>Salaries & Benefits 1xxx - 3xxx<br>Other 129576.00  | determined to be effective for students and will continue in 15/16.   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| <table border="1"> <tr> <td data-bbox="111 248 237 313">Scope of Service</td> <td data-bbox="247 248 552 313">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="111 345 552 378">_ All</td> </tr> <tr> <td colspan="2" data-bbox="111 386 552 410">OR:</td> </tr> <tr> <td colspan="2" data-bbox="111 418 552 443">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="111 451 552 475">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="111 483 552 508"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="111 516 552 557">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="111 565 552 589">_ Other Subgroups: (Specify)</td> </tr> </table>            | Scope of Service  | District-wide   | _ All   |  | OR: |  | _ Low Income pupils |  | _ English Learners |  | <input checked="" type="checkbox"/> Foster Youth |  | _ Redesignated fluent English proficient |  | _ Other Subgroups: (Specify) |  |  | <table border="1"> <tr> <td data-bbox="1056 248 1182 313">Scope of Service</td> <td data-bbox="1192 248 1497 313">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="1056 345 1497 378">_ All</td> </tr> <tr> <td colspan="2" data-bbox="1056 386 1497 410">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1056 418 1497 443">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1056 451 1497 475">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1056 483 1497 508"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1056 516 1497 557">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1056 565 1497 589">_ Other Subgroups: (Specify)</td> </tr> </table>                 | Scope of Service | District-wide | _ All |  | OR: |  | _ Low Income pupils |  | _ English Learners |  | <input checked="" type="checkbox"/> Foster Youth |  | _ Redesignated fluent English proficient |  | _ Other Subgroups: (Specify) |  |  |
| Scope of Service   | District-wide   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ All  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| OR:  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Low Income pupils  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ English Learners   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| <input checked="" type="checkbox"/> Foster Youth   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Redesignated fluent English proficient   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Other Subgroups: (Specify)   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| Scope of Service   | District-wide   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ All  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| OR:  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Low Income pupils  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ English Learners   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| <input checked="" type="checkbox"/> Foster Youth   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Redesignated fluent English proficient   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Other Subgroups: (Specify)   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| Provide conferences and trainings for foster youth, homeless and community advocates with the intention of increasing resources for our students. Examples include "Let's Talk Symposium and the Anti-Violence Symposium.  | Provide conferences and trainings for foster youth, homeless and community advocates with the intention of increasing resources for our students. Examples include "Let's Talk Symposium and the Anti-Violence Symposium. 5000-5999: Services And Other Operating Expenditures Supplemental 6878.00 | Hosted annual Let's Talk and Anti-Violence Symposiums. Host FY Liaison meetings quarterly to which parent are included. Host Legislative Update meetings as appropriate. These were determined to be effective for students and will be developed further in 15/16. | 1000 - 3000 Salaries & Benefits Supp/Conc 7011.00 |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| <table border="1"> <tr> <td data-bbox="111 963 237 1027">Scope of Service</td> <td data-bbox="247 963 552 1027">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="111 1060 552 1092">_ All</td> </tr> <tr> <td colspan="2" data-bbox="111 1101 552 1125">OR:</td> </tr> <tr> <td colspan="2" data-bbox="111 1133 552 1157">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="111 1166 552 1190">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="111 1198 552 1222"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="111 1230 552 1271">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="111 1279 552 1304">_ Other Subgroups: (Specify)</td> </tr> </table> | Scope of Service  | LEA-wide  | _ All   |  | OR: |  | _ Low Income pupils |  | _ English Learners |  | <input checked="" type="checkbox"/> Foster Youth |  | _ Redesignated fluent English proficient |  | _ Other Subgroups: (Specify) |  |  | <table border="1"> <tr> <td data-bbox="1056 963 1182 1027">Scope of Service</td> <td data-bbox="1192 963 1497 1027">District-wide</td> </tr> <tr> <td colspan="2" data-bbox="1056 1060 1497 1092">_ All</td> </tr> <tr> <td colspan="2" data-bbox="1056 1101 1497 1125">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1056 1133 1497 1157">_ Low Income pupils</td> </tr> <tr> <td colspan="2" data-bbox="1056 1166 1497 1190">_ English Learners</td> </tr> <tr> <td colspan="2" data-bbox="1056 1198 1497 1222"><input checked="" type="checkbox"/> Foster Youth</td> </tr> <tr> <td colspan="2" data-bbox="1056 1230 1497 1271">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2" data-bbox="1056 1279 1497 1304">_ Other Subgroups: (Specify)</td> </tr> </table> | Scope of Service | District-wide | _ All |  | OR: |  | _ Low Income pupils |  | _ English Learners |  | <input checked="" type="checkbox"/> Foster Youth |  | _ Redesignated fluent English proficient |  | _ Other Subgroups: (Specify) |  |  |
| Scope of Service   | LEA-wide  |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ All  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| OR:  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Low Income pupils  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ English Learners   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| <input checked="" type="checkbox"/> Foster Youth   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Redesignated fluent English proficient   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Other Subgroups: (Specify)   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| Scope of Service   | District-wide   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ All  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| OR:  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Low Income pupils  |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ English Learners   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| <input checked="" type="checkbox"/> Foster Youth   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Redesignated fluent English proficient   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| _ Other Subgroups: (Specify)   |   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to  | As actions and services are implemented and monitored for impact, longitudinal data will determine efficacy and funding levels.   |   |   |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |   |                  |               |       |  |     |  |                     |  |                    |  |  |  |  |  |                              |  |  |

|        |
|--------|
| goals? |
|--------|

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

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

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

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

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

|   |                    |
|---|--------------------|
| Total amount of Supplemental and Concentration grant funds calculated:  | <u>\$5,231,751</u> |
| <p>San Joaquin County Office of Education has enrollment of unduplicated pupils in excess of 88% of the County's total enrollment. Therefore, San Joaquin County Office of Education is countywide and may expend supplemental and concentration funds on a countywide basis. San Joaquin County Office of Education's Court and Community Schools Program is an alternative education program designed to meet the needs of the highest risk youth enrolled in San Joaquin County Schools.</p> <p>Due to the unique needs of the enrolled youth countywide, services will be increased to these students through an Intervention Administrator, Intervention Counselor and Intervention Support Staff with the focus of improving attendance by decreasing truancy. Services to students will also be increased by providing campus student monitors to improve safety and meeting individual students and staff needs, monitoring highly qualified teachers and appropriate placement, connecting targeted students with community resources, expanding agencies participating in truancy task force meetings and truancy sweeps and by increasing rigor and academic success along with building relationships with our students and their families.</p> <p>LCAP services being provided on a countywide basis summarized above and previously described in detail in all other budgeted expenditures actions/services are countywide except for when the scope of services are identified as All, include the following: maintaining attendance leadership committee, implementing curriculum, improving our capacity for building and growing relationships between our program, students, parents, and the community, tutoring services, transitioning services, hosting Back to School Nights and an Open House at all sites, providing staff development for all staff, establishing student leadership groups to create and facilitate quests and the concept of one. activities, increasing services by expanding parent cafes with Child Abuse Prevention Council and expanding collaboration with neighboring counties to raise awareness for Foster Youth and Homeless students.</p> <p>Due to the high percentage of unduplicated students, all of our students needs benefit from the additional services provided to all students. All services provided countywide are principally directed towards and are effective in meeting the San Joaquin County Office of Education's goals for its unduplicated pupils in the state priorities because the services provided countywide were only provided because they were principally directed toward improving unduplicated student outcomes.</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 compared to the services provided to all pupils.

|      |   |
|------|---|
| 20.6 | % |
| 6    |   |

The services provided exclusively to unduplicated pupils and those services provided solely because they are principally directed toward unduplicated pupils, as described in section 2 and section 3A previously, meet the proportionally percentage above of increased services for unduplicated pupils above those provided to all pupils.

## Section 4: Expenditure Summary

| Total Expenditures by Funding Source |                        |                      |               |               |               |                |
|--------------------------------------|------------------------|----------------------|---------------|---------------|---------------|----------------|
| Funding Source                       | Annual Update Budgeted | Annual Update Actual | Year 1        | Year 2        | Year 3        | Year 1-3 Total |
| All Funding Sources                  | 20,373,539.00          | 10,346,109.30        | 15,062,880.00 | 15,615,519.00 | 15,784,951.00 | 46,463,350.00  |
| Base                                 | 13,919,720.00          | 5,018,736.92         | 9,705,084.00  | 10,109,660.00 | 10,137,797.00 | 29,952,541.00  |
| Concentration                        | 691,529.00             | 0.00                 | 0.00          | 0.00          | 0.00          | 0.00           |
| Other                                | 2,803,871.00           | 388,408.77           | 126,045.00    | 126,045.00    | 126,045.00    | 378,135.00     |
| Supp/Conc                            | 0.00                   | 4,938,963.61         | 5,231,751.00  | 5,379,814.00  | 5,521,109.00  | 16,132,674.00  |
| Supplemental                         | 2,958,419.00           | 0.00                 | 0.00          | 0.00          | 0.00          | 0.00           |

| Total Expenditures by Object Type                    |                        |                      |              |              |              |                |
|--|------------------------|----------------------|--------------|--------------|--------------|----------------|
| Object Type  | Annual Update Budgeted | Annual Update Actual | Year 1       | Year 2       | Year 3       | Year 1-3 Total |
| All Expenditure Types                                | 18,945,280.00          | 1,410,163.32         | 4,143,945.00 | 4,216,022.00 | 4,043,416.00 | 12,403,383.00  |
|  | 12,988,637.00          | 0.00                 | 2,481,959.00 | 2,552,868.00 | 2,320,430.00 | 7,355,257.00   |
| 4000-4999: Books And Supplies                        | 910,016.00             | 261,290.10           | 293,970.00   | 293,823.00   | 302,286.00   | 890,079.00     |
| 5000-5999: Services And Other Operating Expenditures | 4,086,996.00           | 1,148,873.22         | 1,368,016.00 | 1,369,331.00 | 1,420,700.00 | 4,158,047.00   |
| 6000-6999: Capital Outlay                            | 959,631.00             | 0.00                 | 0.00         | 0.00         | 0.00         | 0.00           |

| Total Expenditures by Object Type and Funding Source |                     |                        |                      |              |              |              |                |
|--|---------------------|------------------------|----------------------|--------------|--------------|--------------|----------------|
| Object Type  | Funding Source      | Annual Update Budgeted | Annual Update Actual | Year 1       | Year 2       | Year 3       | Year 1-3 Total |
| All Expenditure Types                                | All Funding Sources | 18,945,280.00          | 1,410,163.32         | 4,143,945.00 | 4,216,022.00 | 4,043,416.00 | 12,403,383.00  |
|  | Base                | 9,423,144.00           | 0.00                 | 176,683.00   | 216,659.00   | 304,118.00   | 697,460.00     |
|  | Concentration       | 494,650.00             | 0.00                 | 0.00         | 0.00         | 0.00         | 0.00           |
|  | Other               | 1,901,652.00           | 0.00                 | 0.00         | 0.00         | 0.00         | 0.00           |
|  | Supp/Conc           | 0.00                   | 0.00                 | 2,305,276.00 | 2,336,209.00 | 2,016,312.00 | 6,657,797.00   |
|  | Supplemental        | 1,169,191.00           | 0.00                 | 0.00         | 0.00         | 0.00         | 0.00           |
| 4000-4999: Books And Supplies                        | Base                | 408,912.00             | 48,703.25            | 140,690.00   | 141,526.00   | 149,576.00   | 431,792.00     |
| 4000-4999: Books And Supplies                        | Concentration       | 19,735.00              | 0.00                 | 0.00         | 0.00         | 0.00         | 0.00           |

| Total Expenditures by Object Type and Funding Source |                |                        |                      |            |            |            |                |
|--|----------------|------------------------|----------------------|------------|------------|------------|----------------|
| Object Type  | Funding Source | Annual Update Budgeted | Annual Update Actual | Year 1     | Year 2     | Year 3     | Year 1-3 Total |
| 4000-4999: Books And Supplies                        | Other          | 195,874.00             | 40,142.83            | 88,000.00  | 88,000.00  | 88,000.00  | 264,000.00     |
| 4000-4999: Books And Supplies                        | Supp/Conc      | 0.00                   | 172,444.02           | 65,280.00  | 64,297.00  | 64,710.00  | 194,287.00     |
| 4000-4999: Books And Supplies                        | Supplemental   | 285,495.00             | 0.00                 | 0.00       | 0.00       | 0.00       | 0.00           |
| 5000-5999: Services And Other Operating Expenditures | Base           | 2,813,781.00           | 401,571.21           | 689,760.00 | 691,075.00 | 560,175.00 | 1,941,010.00   |
| 5000-5999: Services And Other Operating Expenditures | Concentration  | 50,000.00              | 0.00                 | 0.00       | 0.00       | 0.00       | 0.00           |
| 5000-5999: Services And Other Operating Expenditures | Other          | 551,904.00             | 180,659.00           | 38,045.00  | 38,045.00  | 38,045.00  | 114,135.00     |
| 5000-5999: Services And Other Operating Expenditures | Supp/Conc      | 0.00                   | 566,643.01           | 640,211.00 | 640,211.00 | 822,480.00 | 2,102,902.00   |
| 5000-5999: Services And Other Operating Expenditures | Supplemental   | 671,311.00             | 0.00                 | 0.00       | 0.00       | 0.00       | 0.00           |
| 6000-6999: Capital Outlay                            | Base           | 959,631.00             | 0.00                 | 0.00       | 0.00       | 0.00       | 0.00           |

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

## **Existing Alternatives Available Through the San Joaquin County Office of Education**

The San Joaquin County Office of Education offers educational alternatives to expelled students through the Court and Community schools. Court schools require the formal placement of students into the program by the juvenile court. Districts can recommend referral of expelled students to County Community schools.

### **Community Schools**

24 school sites located throughout San Joaquin County

### **Court Schools**

Juvenile Hall, The Camp, and Mary Graham Children's Shelter

### **Identify gaps in educational services to expelled pupils and outline strategies for filling those service gaps.**

Gap: There has always been a gap in ensuring that expelled students enroll in a timely fashion in the county office alternative program following the expulsion hearing and the referral.

Strategy: Our Student Services staff has worked diligently with referring districts to develop a much improved tracking system. We work with the referring districts' DRB and SARB to assist students enrolling as quickly as possible. Districts are notified in a timely fashion when students do not enroll and typically, someone from the district truancy division will work with the student and family to facilitate placement in the program.

Gap: Students enrolled in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve due to the low numbers of students who are expelled in these grades. These younger students cannot attend the programs designed for middle and high school students. For the small school districts, having a special class or program is not financially possible.

Strategy: Referral to the San Joaquin County Office of Education Community School/Day Center Program. We currently operate one k-6 school site that is centrally located within the county. For outlying districts where transportation is an issue, placing the student on District Contracted Study is a more feasible option. We also consult with the larger districts, as well as districts in adjacent counties, for possible placements for students when all other options are exhausted.

Gap: There are significant geographical distances between local small districts, thus district or county operated classroom sites/programs, for small school districts would require either extensive busing or parent provided transportation.

Strategy: Referral to the San Joaquin County Office of Education Community School/Day Center Program. We currently operate one k-6 community school site which is centrally located within the county and 23 community schools for students in grades 7-12 located throughout the county. For outlying districts where transportation is an issue, placing the student on District Contracted Study is a more feasible option. We also consult with the larger districts, as well as districts in adjacent counties, for possible placements for students when all other options are exhausted.

The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the expelled student. A rehabilitation plan may involve both District(s) and County staff members, as well as the student and his/her parent/guardian.

**Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.**

For each of the districts in San Joaquin County that operate community day schools for expelled students, another option is available if the students fit the criteria stated above. Those students who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, are referred to the San Joaquin County Office of Education Community School/Day Center program. They will serve out the term of their expulsion and return to the district of residence, or remain in the community school for the duration of their high school years. Should they leave the program and opt to return at a later date, if they are progressing toward graduation and making progress in their credit acquisition, they are readmitted to the program. Once they have turned 18, as long as they show adequate progress, they may return to the community school.

## **Articulation and Coordination of the County-wide Plan**

**The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing education placements for expelled pupils.**

Beginning in December of 2008, discussion occurred with every superintendent and/or a designee from each district in San Joaquin County and the Assistant Superintendent from the San Joaquin County Office of Education, to review the existing plan for expelled youth and to discuss the changes that have occurred within the districts over the years that influence how services to expelled youth are delivered. Districts are providing more alternatives for their students before referring them to the county community schools. In addition to the Community Day Schools operated on many district campuses, districts are more proactive in their approach to student discipline by working closely with the students and their parents before serious problems occur.

Since 2006, there has been an increase in referrals to outside service agencies, primarily for parenting classes, one-on-one counseling, and group counseling services. In the community school program, we have continued to provide health nurse services, after school programs, CAHSEE tutoring classes, counseling, and opportunities to participate in "Quest" activities such as hiking to the top of Half Dome in Yosemite and camping overnight at Lake Tahoe. Each year, more and more students choose to remain in placement at community schools following completion of their rehabilitation plan due to their academic success.

Districts work more closely with the county office of education and neighboring districts to find placements to accommodate students in the most appropriate setting. There is much more county-wide communication regarding options for expelled youth and sharing of successful interventions, placements and programs available.



## **STUDENTS**

### **Suspension and Expulsion/Due Process**

#### **Students in San Joaquin County Office of Education (SJCOE) Programs**

##### **Definitions**

Suspension from school/program means removal of a student from ongoing instruction for adjustment purposes. Suspension does not mean any of the following:

- Reassignment to another education program or class at the same school/program where the student will receive continuing instruction for the length of the day prescribed by the Superintendent for students of the same grade level.
- Referral to a certificated employee designated by the program administrator to advise students.
- Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the program administrator or designee as provided in Education Code 48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school/program personnel.

Day means a calendar day unless otherwise specifically provided.

School day means a day upon which the schools/programs are in session or weekdays during the summer recess.

Student includes a student's parent/guardian or legal counsel.

Program administrator or designee means one or more administrators or, if there is not an administrator at one school/program site, a certificated person specifically designated by the program administrator, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the program administrator's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the program administrator's office.

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases.

##### **Notice of Regulations**

At the beginning of each school year, the program administrator of each school/program shall ensure that all students and parents/guardians are notified in writing of all school/program rules related to discipline, suspension, and expulsion.

### **Grounds for Suspension and Expulsion**

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury.

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Disrupted school/program activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school/program property or private property.
13. Possessed an imitation firearm:  
  
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing:  
  
Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property:  
  
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Students in grades 4 – 12 are also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5:

Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233:

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.

21. Intentionally engaged in harassment, threats, or intimidation against SJCOE and/or school personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights of school personnel or students by creating an intimidating or hostile educational environment.

22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or SJCOE/school personnel:

Bullying means one or more acts by a student or group of students that constitute sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

A student may be suspended or expelled for any of the acts listed above if the act is related to school/program activity or school attendance occurring at any district or school/program under the jurisdiction of the Superintendent or program administrator within any other school district, including, but not limited to, the following circumstance:

1. While on school/program grounds;
2. While going to or coming from school/program;
3. During lunch period, whether on or off the school grounds/campus;

4. During, going to, or coming from a school/program-sponsored activity.

The Superintendent or program administrator may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program.

Alternatives to suspension or expulsion may be used with students who are truant, tardy, or otherwise absent from assigned school/program activities.

#### **Removal from Class by a Teacher/Parental Attendance**

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in “Grounds for Suspension and Expulsion” above.

A teacher also may refer a student to the program administrator or designee for consideration of suspension from school.

When removing a student from his/her class, the teacher shall immediately report this action to the program administrator and send the student to the program administrator or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed.

As soon as possible, the teacher shall ask the student’s parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a program administrator shall attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the school/program administrator.

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed.

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal.

Pursuant to Superintendent policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child’s classroom. When a teacher makes this request, the program administrator shall send the parent/guardian a written notice that the parent/guardian’s attendance is requested pursuant to law.

#### **Suspension by Superintendent, Program Administrator, or Program Administrator’s designee**

The Superintendent, program administrator, or program administrator's designee may suspend a student from a school for not more than five (5) consecutive school days unless the suspension is extended pending expulsion (Education Code 48911).

The Superintendent, program administrator, or designee shall immediately suspend any student found at school or at a school activity to be:

1. Possessing, as verified by an SJCOE employee, selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the program administrator or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g), at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possession of an explosive as defined in 18 USC 921.

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive.

Suspension also may be imposed upon a first offense if the Superintendent, program administrator, or designee, determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process.

A student may be suspended from school/program for not more than 20 school days in any school year unless, for purposes of adjustment, the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

SJCOE schools/programs may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.

### **Notice to Parents/Guardians upon Release of Minor Student to Peace Officer**

When a program administrator or other official releases a student to a peace officer in order to remove the minor from school/program premises, the official shall take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release to the officer and the place to which the student is reportedly being taken, except when the student is a victim of suspected child abuse, in which case SJCOE must provide the parent/guardian's address and telephone number to the officer.

Suspensions shall be initiated according to the following procedures:

1. **Informal Conference** – Suspension shall be preceded by an informal conference conducted by the Superintendent, program administrator, or designee with the student and whenever practicable, the teacher, supervisor, or school employee who referred the student to the program administrator. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense.

This conference may be omitted if the Superintendent, program administrator, or designee determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school.

2. **Administrative Actions** – All requests for student suspension are to be processed by the program administrator or designee of the school/program in which the student is enrolled at the time of the misbehavior. An SJCOE employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent, program administrator, or designee.
3. **Notice to Parents/Guardians** – At the time of the suspension, an SJCOE employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension.

This notice shall state the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. Should school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/guardian to respond to such requests without delay.

4. **Parent/Guardian Conference** – Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, Superintendent policy involved, and any other pertinent matters.

While the parent/guardian is required to respond without delay to a request for a conference about a student’s behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend the conference.

5. **Extension of Suspension** – If the Superintendent or designee is considering the expulsion of a suspended student from any school/program, the program administrator, or designee may, in writing, extend the suspension until such time as the Superintendent or designee has made a decision.

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent, or designee, determines, following a meeting in which the student and the student’s parent/guardian were invited to participate, that the student’s presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.

### **Authority to Expel**

Only SJCBOE may expel a student enrolled in the San Joaquin County Office of Education County Operated Schools and Programs and/or Special Education Programs. SJCBOE shall expel, as required by law, any student found to have committed any offense listed below under “Mandatory Recommendation and Mandatory Expulsion.”

The SJCBOE also may order a student expelled for any of the acts listed above under “Grounds for Suspension and Expulsion” upon recommendation by the program administrator, Superintendent, hearing officer, or administrative panel, based on either or both of the following finding(s):

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

### **Mandatory Recommendation for Expulsion**

Unless the Superintendent, program administrator, or designee finds that expulsion is inappropriate due to particular circumstances, the Superintendent, program administrator, or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Penal Code 240 and 242, upon any SJCOE employee.

#### **Mandatory Recommendation and Mandatory Expulsion**

The Superintendent, program administrator, or designee shall recommend that SJCBOE expel any student found at school or at a school activity to be:

1. Possessing, as verified by SJCOE employee, or selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the program administrator, or designee's concurrence.
2. Brandishing a knife, as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the SJCBOE shall expel the student.

#### **Student's Right to Expulsion Hearing**

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the Superintendent, program administrator, or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the discretion of the Superintendent, program administrator, or designee.

If the Superintendent, program administrator, or designee finds it impracticable during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent, program administrator, or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

If the Superintendent, program administrator, or designee finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness.

Whenever the Superintendent, program administrator, or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of SJCOE's suspension and expulsion policy and regulation and shall advise the witness of his/her right to:

1. Receive five (5) days notice of his/her scheduled testimony at the hearing.
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies.
3. Have a closed hearing during the time he/she testifies.

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent, program administrator, or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending.

### **Procedure for Expulsion**

The act of expulsion is a very serious matter. The final decision to expel a student rests with the SJCBOE. In order that students and their parents are treated fairly and in accordance with their rights under the law, each of the following steps shall take place in cases where expulsion is being recommended.

With regard to students with previously identified exceptional needs, see AR 5144.2 for additional prerequisites.

1. Report sent to program administrator or designee. A recommendation for expulsion shall be delivered, with supporting data, to the program administrator or designee.
  - a. Identifying information regarding the student and his/her parents;
  - b. A chronological log of the violations and, if appropriate, actions previously taken by the school in an attempt to remedy the problem;
  - c. Records of previous suspensions, parent conferences, etc.
  
2. Extension of Suspension
  - a. Expulsion Recommended – when the program administrator or designee is processing an expulsion for any school, the suspension may be extended until such time as SJCBOE has rendered a decision regarding the action. Any such extension shall be in writing.
  - b. Meeting – prior to extending the suspension, the program administrator or designee must have a meeting in which the student and the student’s parent/guardian are invited to participate.
  - c. Findings – after considering the issues presented by the student and the student’s parent/guardian, the program administrator or designee, as the Superintendent’s designee, can extend the suspension if it is determined that the student’s presence at the school, or in an alternative school placement, would cause:
    1. A danger to persons or property; and/or
    2. A threat of disrupting the instructional process.
  - d. Parents/Guardians Request Meeting – if the student or the student’s parent/guardian has requested a meeting to challenge the original suspension, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merit of the suspension.
  
3. Written Notice of the Hearing

Written notice of the hearing shall be forwarded by the administrator or designee to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include:

- a. The date and place of the hearing.
- b. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
- c. A copy of SJCOE disciplinary rules which relate to the alleged violation.
- d. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
- e. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

- f. The right to inspect and obtain copies of all documents to be used at the hearing.
- g. The opportunity to confront and question all witnesses who testify at the hearing.
- h. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.
- i. Present oral and documentary evidence on the student's behalf, including witnesses.
- j. Request a public hearing in writing at least five (5) calendar days before the date of the hearing.
- k. Request at least one (1) postponement of the hearing for a maximum of 30 calendar days.

#### 4. Representation by Legal Counsel

Notice of a parent/guardian's intent to be represented by legal counsel shall be provided to SJCOE at least five (5) school days prior to the expulsion hearing.

#### 5. Postponement of the Expulsion Hearing

The student is entitled to at least one (1) postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Superintendent, program administrator, or designee's discretion.

**Discipline Review Board (DRB):**

1. DRB's Purpose:

The DRB shall conduct the expulsion hearing and make a recommendation to the SJCBOE regarding expulsion. The program administrator or designee will present the DRB's recommendation to the SJCBOE. Final action to expel a student shall be taken only by the SJCBOE in a public session.

2. Panel Members:

The DRB shall consist of at least three (3) impartial certificated employees of SJCOE. No DRB member shall be a member of the SJCBOE or employed at the school in which the student is enrolled. The program administrator or designee shall select panel members.

3. Hearing Conducted in Closed Session:

- a. The DRB hearing shall be closed to the public unless the student or the student's parent/guardian requests in writing at least five (5) calendar days prior to the date of the hearing that the hearing be conducted at a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.
- b. Regardless of whether the expulsion hearing is conducted at a closed or public session, the DRB shall meet in closed session for the purpose of deliberating and determining whether the student should be recommended for expulsion to the SJCBOE.
- c. If the DRB admits any non-member to a closed deliberation session, other than an impartial legal counsel, representatives for the student (the parent, the student, and legal counsel for the student) and representatives for SJCOE shall also be allowed to be in attendance.

4. Subpoenas:

Before commencing a student expulsion hearing, the Superintendent, program administrator, or designee may issue subpoenas, at the request of either the student, program administrator, or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Superintendent or designee, or the hearing officer or administrative panel may issue such subpoenas at the request of the

student, program administrator, or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20.

Any objection raised by the student, program administrator, or designee to the issuance of subpoenas may be considered by the SJCBOE in closed session, or in open session if so requested by the student, before the meeting. The SJCBOE's decision in response to such an objection shall be final and binding.

If the Superintendent or designee determines, or if the hearing officer or administrative panel finds and submits to the Superintendent or designee, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #5 below.

5. Testimony by Complaining Witnesses:

The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student:

- a. Any complaining witness shall be given five (5) days notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
- f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
- g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, SJCOE shall provide a nonthreatening environment.

1. SJCOE shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
2. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
3. The person conducting the hearing may:
  - a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
  - b. Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
  - c. Permit one of the support persons to accompany the complaining witness to the witness stand

6. Hearing Record:

SJCOE shall record the expulsion hearing. The record may be maintained by any means, including an electronic record, so long as a reasonably accurate and complete written transcription of the proceedings can be prepared.

7. Rules of Evidence:

- a. Technical rules of evidence shall not apply to the expulsion hearing. However, only relevant evidence on which reasonable persons are accustomed to rely on in the conduct of serious affairs will be admitted and given probative effect.
- b. With very limited exceptions, the evidence to expel a student cannot be based solely upon hearsay.
- c. The DRB may, upon a finding that good cause exists, determine that the disclosure of the identity of a witness and the testimony of the witness at the hearing would subject the witness to an unreasonable risk of harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the DRB and the Superintendent. Copies of these sworn declarations, which are edited in such a manner as to delete the name and identity of the witness, shall be made available to the student.

8. Decision:

- a. The DRB's recommendation shall be based solely upon evidence presented at the hearing.
- b. The DRB hearing shall be completed within five (5) school days of commencement or, if this is not practicable, without unnecessary delay.
- c. Within three (3) days following the close of the hearing, the DRB shall determine whether to recommend expulsion to the SJCBOE.

- d. Within two (2) school days of the decision of the DRB, the Superintendent, program administrator, or designee shall provide written notice to the student and his/her parent/guardian of the DRB's recommendation.
- e. Recommendation not to expel:
  - 1. If the recommended decision is not to expel, the proceedings are terminated, and the student shall be immediately reinstated to a classroom, rehabilitation program, or a combination of programs.
  - 2. The Superintendent, program administrator, or designee shall make placement in one or more of these programs after consultation with SJCOE personnel, including the student's teachers, and the student's parent/guardian.
  - 3. The decision of the DRB not to recommend expulsion to the Superintendent, program administrator, or designee shall be final.
- f. Recommendation to expel – to recommend expulsion to the SJCBOE, the DRB must find that the student engaged in conduct:
  - 1. Described in Education Code §48915(c) which requires expulsion; or
  - 2. Described in Education Code §48900, 48900.2, 48900.3 and 48900.4 and:
    - a. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
    - b. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- g. Findings of Fact:
  - 1. The DRB shall prepare findings of fact in support of their recommendation and submit these findings to the Superintendent, program administrator, or designee who will present them to the SJCBOE.
  - 2. The DRB's decision shall be supported by substantial evidence showing the student committed the expellable act.
- h. Suspension of expulsion order:
  - 1. The DRB may also recommend to the SJCBOE that, after ordering expulsion, suspension of the enforcement of that expulsion order may be appropriate.

2. However, the final decision to suspend enforcement of any expulsion order, and the attendant conditions, shall be within the sole discretion of the SJCBOE. The SJCBOE shall not be bound by any DRB recommendation to suspend an expulsion order.

### **Conduct of Expulsion Hearing**

The DRB shall submit its findings of facts in support of a recommendation to expel to the SJCBOE.

Closed Session:

Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the SJCBOE shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the SJCBOE may meet in closed session to deliberate and determine whether or not the student should be expelled. If the SJCBOE admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session.

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television.

### **Decision of the San Joaquin County Board of Education**

- a. SJCBOE's decision to expel, or not to expel, shall be made within 40 school days from the student's removal from school attendance. An exception to the 40-day limit shall be made if the student requests, in writing, that the decision be postponed. Requests for postponement shall be for a period of not more than 30 calendar days. Additional postponement requests may be granted at the discretion of SJCBOE.
- b. SJCBOE's adoption of a recommendation to expel shall be based upon a review of the findings of fact and recommendation submitted by the DRB and upon the results of any supplementary hearing that has been ordered.

### **Final Action by the San Joaquin County Board of Education**

Whether the SJCBOE, a hearing officer, or an administrative panel conducts the expulsion hearing in closed or public session, the final action to expel must be taken by the SJCBOE at a public meeting.

If the SJCBOE conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

The Superintendent, program administrator, or designee shall maintain a record of each expulsion, including its cause. Expulsion records shall be non-privileged, disclosable public records.

When the SJCBOE accepts a recommendation against expulsion or makes its own decision after the hearing not to expel, the decision is final and the student shall be reinstated immediately. The Superintendent, program administrator, or designee, shall place the student in any classroom program, other instructional program, rehabilitation program, or any combination of such programs following consultation with SJCOE personnel, including the teacher involved and the student's parent/guardian.

Upon ordering an expulsion, the SJCBOE shall set a date when the student shall be reviewed for readmission to a school/program. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the SJCBOE may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the SJCBOE shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred.

At the time of the expulsion order, the SJCBOE shall recommend a plan for the student's rehabilitation, which may include:

1. Periodic review, as well as assessment at the time of review, for readmission.
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitation programs.
3. Such other recommendations as the SJCBOE approves.

With parent/guardian consent, students who have been expelled for reasons relating to controlled substance or alcohol shall be required to enroll in a county-sponsored drug rehabilitation program before returning to school.

**Written Notice to Expel**

The Superintendent, program administrator, or designee, shall send written notice of the decision to expel or a decision to expel combined with a suspension of the expulsion order to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian.
3. Notice of the right to appeal the expulsion to the Superior Court.
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion including a description of the program recommended for the pupil.
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SJCOE, pursuant to Education Code 48915.1.

### **Decision Not to Enforce Expulsion Order**

In accordance with Superintendent policy, when deciding whether to suspend the enforcement of an expulsion, the SJCBOE shall take into account the following criteria:

1. The student's pattern of behavior;
2. The seriousness of the misconduct;
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program.

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Superintendent, program administrator, or designee may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in SJCBOE's determination as to whether the student has satisfactorily completed the rehabilitation program.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.

3. The suspension of the enforcement of an expulsion order may be revoked by the SJCBOE if the student commits any of the acts listed under “Grounds for Suspension or Expulsion” above or violates any SJCOE rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
5. Upon satisfactory completion of the rehabilitation assignment, the Superintendent, program administrator, or designee shall reinstate the student in an SJCOE school/program. Upon reinstatement, the SJCBOE may order the expunging of any or all records of the expulsion proceedings.
6. The Superintendent, program administrator, or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the Superior Court, the alternative educational placement to be provided to the student during the time of expulsion, and the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with SJCOE, pursuant to Education Code 48915.
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the Superior Court.

### **Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the SJCBOE’s decision with the Superior Court. The appeal must be filed within 30 days of SJCBOE’s decision to expel, even if the expulsion action is suspended and the student is placed on probation.

The student shall submit a written request for a copy of the written transcripts and supporting documents from SJCOE simultaneously with the filing of the notice of appeal with the Superior Court. SJCOE shall provide the student with these documents within 10 school days following the student’s written request.

### **Notice to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the Superintendent, program administrator, or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245.

The Superintendent, program administrator, or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students or nonstudents regarding the possession, sale, or furnishment of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10.

Within one (1) school day after a student's suspension or expulsion, the Superintendent, program administrator, or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind.

### **Post-Expulsion Placements**

The Superintendent, program administrator, or designee shall refer expelled students to a program of study that is:

1. Appropriately prepared to accommodate students who exhibit discipline problems;
2. Not provided at a comprehensive middle, junior, or senior high school, or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available, and when the Superintendent, program administrator, or designee so certifies, students expelled for acts described in items 6-13, and 19-21 under "Grounds for Suspensions and Expulsions" above may be instead referred to a program of study that is provided at another comprehensive middle, junior, or senior high school, or at an elementary school.

The program for a student expelled from any of grades K – 6 shall not be combined or merged with programs offered to students in any of grades 7 -12 (Education Code 48916.1).

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the SJCBOE when it ordered the expulsion, SJCOE shall consider readmission of the student.
2. The Superintendent, program administrator, or designee will hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent, program administrator, or designee shall verify that

the provisions of this plan have been met. SJCOE regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

3. The program administrator or designee shall transmit to SJCBOE his/her recommendation regarding readmission. SJCBOE shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent, program administrator, or designee shall notify the student and parent/guardian, by registered mail, of the SJCBOE's decision regarding readmission.
5. SJCBOE may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other SJCOE students or employees.
6. If the SJCBOE denies the readmission of a student, the Superintendent, program administrator, or designee shall determine either to continue the student's placement in the alternative educational program initially selected, or to place the student in another program that serves expelled students, including, but not limited to placement in a county community school.
7. The Superintendent, program administrator, or designee shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmission into the regular program. This notice shall indicate the determination of the educational program that the Superintendent, program administrator, or designee has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district (Education Code 48916).

### **Maintenance of Records**

The Superintendent, program administrator, or designee will maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls within five (5) days upon receipt of a written request by the admitting school.

The Superintendent, program administrator, or designee shall, within five (5) working days, honor any other district's request for information about an expulsion from SJCOE schools/programs.

### **Outcome Data**

The Superintendent, program administrator, or designee shall maintain the following data:

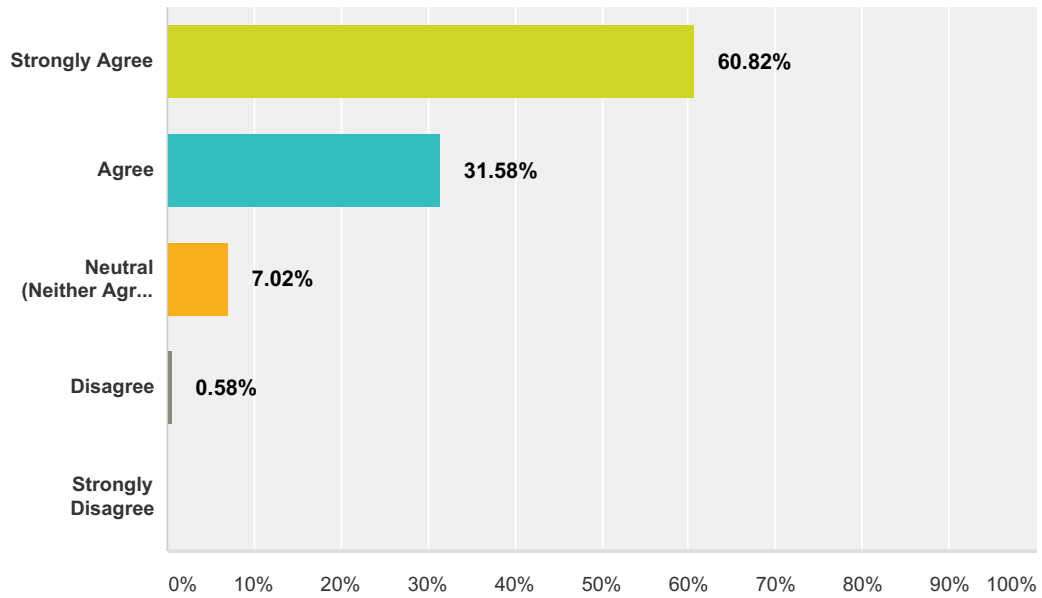
1. The number of students recommended for expulsion;
2. The specific grounds for each recommended expulsion;
3. Whether the student was subsequently expelled;
4. Whether the expulsion order was suspended;
5. The type of referral made after the expulsion;
6. The disposition of the student after the end of the expulsion period.

*cf:* 5113 Absences and Excuses  
5119 Students Expelled from Other Districts  
5125 Release of Directory Information  
5131 Conduct  
5131.1 Bus Conduct  
5131.4 Student Disabilities  
5131.6 Student Substance Abuse  
5131.62 Tobacco  
5137 Weapons in School  
5144 Discipline  
5145.3 Nondiscrimination  
5145.6 Notifications to Parents and Students  
5145.7 Sexual Harassment  
5145.3 Nondiscrimination  
5144.2 Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)  
6158 Independent Study Programs  
9321 Closed Sessions

*(03/10)*

### Q18 My student feels safe at his or her school site.

Answered: 171 Skipped: 3



| Answer Choices                       | Responses | Count      |
|--------------------------------------|-----------|------------|
| Strongly Agree                       | 60.82%    | 104        |
| Agree                                | 31.58%    | 54         |
| Neutral (Neither Agree nor Disagree) | 7.02%     | 12         |
| Disagree                             | 0.58%     | 1          |
| Strongly Disagree                    | 0.00%     | 0          |
| <b>Total</b>                         |           | <b>171</b> |

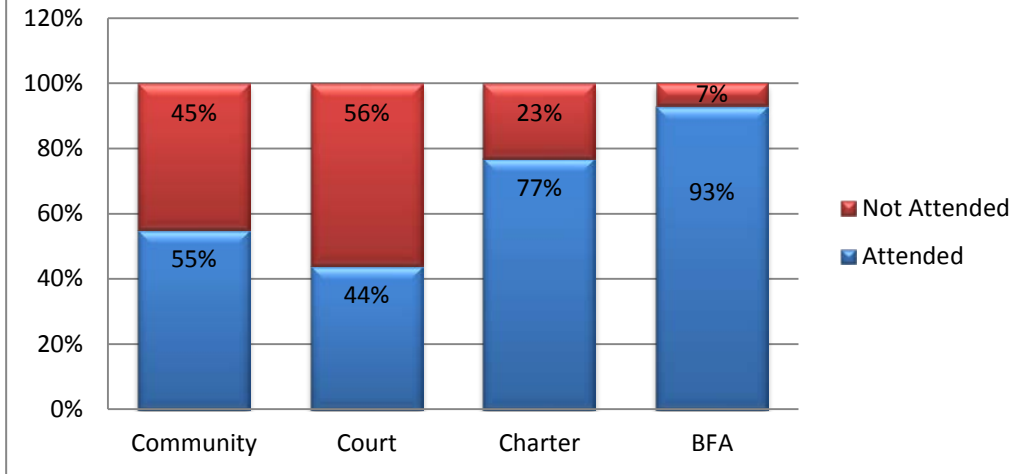
| # | Comments:   | Date              |
|---|---|-------------------|
| 1 | At one time she didn't or I didn't but resolved since then  | 1/23/2015 2:22 PM |
| 2 | safer than her old school   | 1/23/2015 9:50 AM |
| 3 | he has had a lot of problems with bullying but mainly last year   | 1/23/2015 9:05 AM |
| 4 | There have been times when she talks to me about her day, and multiple times shes expressed that she's scared from other students fighting, or talking badly to or around her | 1/22/2015 1:02 PM |
| 5 | gangs   | 1/21/2015 1:12 PM |

| Director | School Site         | 2014-15 Year                      |                                      |                  |
|----------|---------------------|-----------------------------------|--------------------------------------|------------------|
|          |                     | Attended/<br>Phone<br>Conferences | Year Total Enrollment<br>on 10/24/14 | Q1<br>Percentage |
| Cox      | Dream Academy       | 36                                | 64                                   | 56%              |
| Cox      | Insight Discover    | 0                                 | 23                                   | 0%               |
| Cox      | Frontier 1          | 12                                | 31                                   | 39%              |
| Cox      | Frontier 2          | 19                                | 42                                   | 45%              |
| Cox      | Insight Expressions | 12                                | 29                                   | 41%              |
| Cox      | Insight Harmony     | 13                                | 15                                   | 87%              |
| Cox      | Insight Manteca     | 0                                 | 10                                   | 0%               |
| Cox      | Insight Success     | 22                                | 23                                   | 96%              |
| Jansen   | BLA                 | 45                                | 72                                   | 63%              |
| Jansen   | Reconnect           | 8                                 | 12                                   | 67%              |
| McCreath | Ambition            | 41                                | 54                                   | 76%              |
| McCreath | Discover            | 45                                | 81                                   | 56%              |
| McCreath | Lathrop             | 11                                | 42                                   | 26%              |
| McCreath | Lathrop IS          | 0                                 | 10                                   | 0%               |
| McCreath | Harmony             | 5                                 | 61                                   | 8%               |
| Nickols  | Choice              | 45                                | 51                                   | 88%              |
| Nickols  | Charter Bianchi     | 25                                | 55                                   | 45%              |
| Nickols  | Charter Douglas     | 52                                | 53                                   | 98%              |
| Nickols  | Charter Main        | 35                                | 40                                   | 88%              |
| Omste    | Chartville          | 9                                 | 9                                    | 100%             |
| Omste    | Odyssey             | 35                                | 47                                   | 74%              |
| Omste    | Ethics              | 33                                | 54                                   | 61%              |
| Randrup  | Prospective         | 14                                | 17                                   | 82%              |
| Silva    | BFA                 | 71                                | 76                                   | 93%              |
| Silva    | Success             | 52                                | 64                                   | 81%              |
| Thurman  | Lodi                | 25                                | 74                                   | 34%              |
| Thurman  | Camp                | 16                                | 33                                   | 48%              |
| Thurman  | Cruikshank          | 36                                | 91                                   | 40%              |
| Yost     | FOD North           | 19                                | 21                                   | 90%              |
| Yost     | FOD South           | 11                                | 19                                   | 58%              |
| Average  |                     |                                   |                                      | 58%              |

|           | Attended | Not Attended |
|-----------|----------|--------------|
| Community | 55%      | 45%          |
| Court     | 44%      | 56%          |
| Charter   | 77%      | 23%          |
| BFA       | 93%      | 7%           |

## P/T Conferences 2014-15

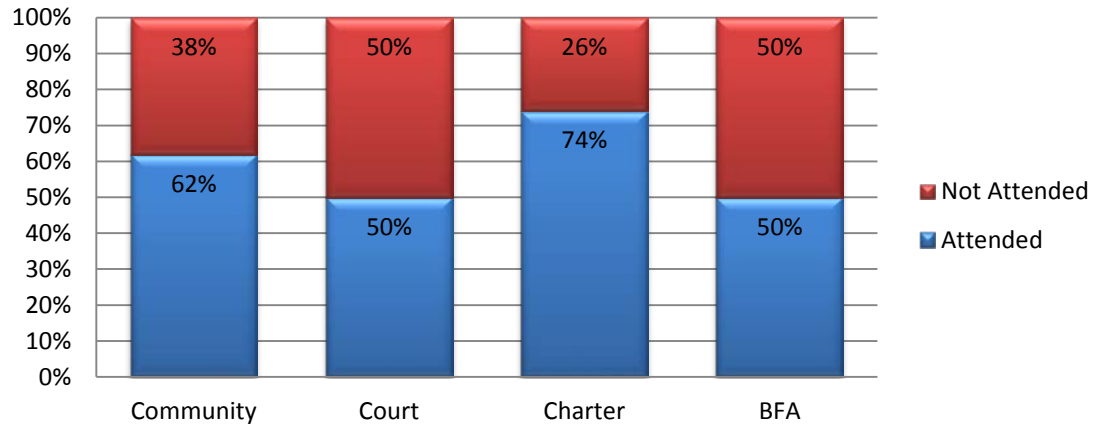
# Q1



| Director | School Site         | 2014-15 Year                      |                                     | Q2   |
|----------|---------------------|-----------------------------------|-------------------------------------|------|
|          |                     | Attended/<br>Phone<br>Conferences | Year Total Enrollment<br>on 1/20/15 |      |
| Cox      | Dream Academy       | 51                                | 63                                  | 81%  |
| Cox      | Insight Discover    | 13                                | 13                                  | 100% |
| Cox      | Frontier 1          | 18                                | 31                                  | 58%  |
| Cox      | Frontier 2          | 15                                | 29                                  | 52%  |
| Cox      | Insight Expressions | 11                                | 20                                  | 55%  |
| Cox      | Insight Harmony     | 0                                 | 12                                  | 0%   |
| Cox      | Insight Manteca     | 4                                 | 4                                   | 100% |
| Cox      | Insight Success     | 0                                 | 18                                  | 0%   |
| Jansen   | BLA                 | 35                                | 54                                  | 65%  |
| Jansen   | Reconnect           | 8                                 | 9                                   | 89%  |
| McCreath | Ambition            | 30                                | 54                                  | 56%  |
| McCreath | Discover            | 41                                | 72                                  | 57%  |
| McCreath | Lathrop             | 11                                | 25                                  | 44%  |
| McCreath | Lathrop IS          | 0                                 | 16                                  | 0%   |
| McCreath | Harmony             | 10                                | 56                                  | 18%  |
| Nickols  | Choice              | 38                                | 47                                  | 81%  |
| Nickols  | Charter Bianchi     | 20                                | 49                                  | 41%  |
| Nickols  | Charter Douglas     | 47                                | 47                                  | 100% |
| Nickols  | Charter Main        | 36                                | 44                                  | 82%  |
| Omste    | Chartville          | 12                                | 13                                  | 92%  |
| Omste    | Odyssey             | 45                                | 53                                  | 85%  |
| Omste    | Ethics              | 38                                | 43                                  | 88%  |
| Randrup  | Prospective         | 19                                | 19                                  | 100% |
| Silva    | BFA                 | 46                                | 92                                  | 50%  |
| Silva    | Success             | 26                                | 54                                  | 48%  |
| Thurman  | Lodi                | 29                                | 53                                  | 55%  |
| Thurman  | Camp                | 21                                | 25                                  | 84%  |
| Thurman  | Cruikshank          | 16                                | 97                                  | 16%  |
| Yost     | FOD North           | 18                                | 21                                  | 86%  |
| Yost     | FOD South           | 15                                | 20                                  | 75%  |
| Average  |                     |                                   |                                     | 62%  |

|           | Attended | Not Attended |
|-----------|----------|--------------|
| Community | 62%      | 38%          |
| Court     | 50%      | 50%          |
| Charter   | 74%      | 26%          |
| BFA       | 50%      | 50%          |

**P/T Conferences 2014-15  
Q2**



| Director | School Site         | 2014-15 Year                      |  |                  |
|----------|---------------------|-----------------------------------|--|------------------|
|          |                     | Attended/<br>Phone<br>Conferences | Year Total<br>Enrollment<br>on 3/30/15 | Q3<br>Percentage |
| Cox      | Dream Academy       | 19                                | 60                                     | 32%              |
| Cox      | Insight Discover    | 11                                | 17                                     | 65%              |
| Cox      | Frontier 1          | 28                                | 20                                     | 100%             |
| Cox      | Frontier 2          | 7                                 | 32                                     | 22%              |
| Cox      | Insight Expressions | 13                                | 21                                     | 62%              |
| Cox      | Insight Harmony     | 11                                | 18                                     | 61%              |
| Cox      | Insight Manteca     | 5                                 | 8                                      | 63%              |
| Cox      | Insight Success     | 14                                | 15                                     | 93%              |
| Jansen   | BLA                 | 25                                | 43                                     | 58%              |
| Jansen   | Reconnect           | 14                                | 12                                     | 100%             |
| McCreath | Ambition            | 37                                | 57                                     | 65%              |
| McCreath | Discover            | 29                                | 77                                     | 38%              |
| McCreath | Lathrop             | 11                                | 39                                     | 28%              |
| McCreath | Lathrop IS          | 4                                 | 24                                     | 17%              |
| McCreath | Harmony             | 21                                | 65                                     | 32%              |
| Nickols  | Choice              | 45                                | 45                                     | 100%             |
| Omste    | Chartville          | 14                                | 15                                     | 93%              |
| Omste    | Odyssey             | 47                                | 50                                     | 94%              |
| Omste    | Ethics              | 40                                | 41                                     | 98%              |
| Randrup  | Prospective         | 19                                | 22                                     | 86%              |
| Silva    | BFA                 | 75                                | 94                                     | 80%              |
| Silva    | Success             | 42                                | 49                                     | 86%              |
| Thurman  | Lodi                | 33                                | 62                                     | 53%              |
| Yost     | FOD North           | 13                                | 22                                     | 59%              |
| Yost     | FOD South           | 10                                | 20                                     | 50%              |
|          |                     | Average                           |  | 65%              |

|           | Attended | Not Attended |
|-----------|----------|--------------|
| Community | 65%      | 35%          |

**2014-15 Year**

| <b>Director</b> | <b>School Site</b> | <b>Attended/<br/>Phone<br/>Conferences</b> | <b>Year Total<br/>Enrollment<br/>on 3/27/15</b> | <b>Q3<br/>Percentage</b> |
|-----------------|--------------------|--|---|--------------------------|
| Thurman         | Camp               | 13   | 24  | 54%                      |
| Thurman         | Cruikshank         | 15   | 89  | 17%                      |
|                 |                    |  | <b>Average</b>                                  | <b>36%</b>               |

|       | <b>Attended</b> | <b>Not Attended</b> |
|-------|-----------------|---------------------|
| Court | 36%             | 64%                 |

| Director | School Site         | 2014-15 Year                      |                          | 2014-15            |
|----------|---------------------|-----------------------------------|--------------------------|--------------------|
|          |                     | Attended/<br>Phone<br>Conferences | Year Total<br>Enrollment | Year<br>Percentage |
| Cox      | Dream Academy       | 106                               | 187                      | 57%                |
| Cox      | Insight Discover    | 24                                | 30                       | 80%                |
| Cox      | Frontier 1          | 58                                | 82                       | 71%                |
| Cox      | Frontier 2          | 41                                | 103                      | 40%                |
| Cox      | Insight Expressions | 36                                | 70                       | 51%                |
| Cox      | Insight Harmony     | 35                                | 45                       | 78%                |
| Cox      | Insight Manteca     | 9                                 | 31                       | 29%                |
| Cox      | Insight Success     | 36                                | 56                       | 64%                |
| Jansen   | BLA                 | 105                               | 169                      | 62%                |
| Jansen   | Reconnect           | 30                                | 33                       | 91%                |
| McCreath | Ambition            | 108                               | 165                      | 65%                |
| McCreath | Discover            | 115                               | 230                      | 50%                |
| McCreath | Lathrop             | 33                                | 106                      | 31%                |
| McCreath | Lathrop IS          | 4                                 | 50                       | 8%                 |
| McCreath | Harmony             | 36                                | 182                      | 20%                |
| Nickols  | Choice              | 134                               | 143                      | 94%                |
| Omste    | Chartville          | 35                                | 37                       | 95%                |
| Omste    | Odyssey             | 127                               | 138                      | 92%                |
| Omste    | Ethics              | 111                               | 138                      | 80%                |
| Randrup  | Prospective         | 52                                | 58                       | 90%                |
| Silva    | Success             | 120                               | 167                      | 72%                |
| Thurman  | Lodi                | 87                                | 189                      | 46%                |
| Yost     | FOD North           | 50                                | 64                       | 78%                |
| Yost     | FOD South           | 36                                | 59                       | 61%                |
| Average: |                     |                                   |                          | 63%                |

|           | Attended | Not Attended |
|-----------|----------|--------------|
| Community | 63%      | 37%          |

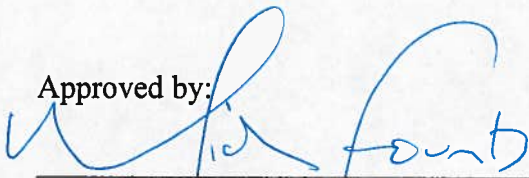
| Director | School Site | 2014-15 Year                      |                          | 2014-15            |
|----------|-------------|-----------------------------------|--------------------------|--------------------|
|          |             | Attended/<br>Phone<br>Conferences | Year Total<br>Enrollment | Year<br>Percentage |
| Thurman  | Camp        | 50                                | 82                       | 61%                |
| Thurman  | Cruikshank  | 67                                | 277                      | 24%                |
|          |             | Average                           |                          | 43%                |

| Court | 2014-15 Year |              |
|-------|--------------|--------------|
|       | Attended     | Not Attended |
|       | 43%          | 57%          |

# San Joaquin County Plan for Providing Education Services to Expelled Students AB 922

Triennial Update  
June 30, 2012

Approved by:



Mick Founts, Ed. D.  
Superintendent of Schools  
San Joaquin County Office of Education

Date

May 16, 2012

Compiled by:



James Mousalimas  
Assistant Superintendent  
County Operated Schools and Programs

**Countywide Plan for Expelled Students  
Education Code 48926**

**San Joaquin County Office of Education  
Aspire Public Schools  
Banta Elementary School District  
Escalon Unified School District  
Jefferson Elementary School District  
Lammersville Elementary School District  
Lincoln Unified School District  
Linden Unified School District  
Lodi Unified School District and  
Joe Serna, Jr. Charter  
Manteca Unified School District  
New Hope School District  
New Jerusalem School District and Internal Charters:  
Delta Charter School  
New Jerusalem Charter  
Great Valley Charter  
Oak View Union Elementary School District  
Ripon Unified School District  
Dr. Lewis Dolphin Stallworth, Sr. Charter School  
Stockton Unified School District and Internal Charters:  
Nightingale Charter School  
Pittman Charter School  
Stockton High  
Stockton Health Careers Academy  
Stockton Pacific Law Academy  
Stockton Early College Academy  
Tracy Learning Center  
Tracy Unified School District  
Venture Academy Charter**

## **San Joaquin County Office of Education Plan for Expelled Youth**

### **Introduction**

The San Joaquin County Office of Education, in conjunction with superintendents of the school districts within the county, has assisted in the development of the Countywide Plan for Expelled Youth as required by Education Code 48926. The plan was adopted by the San Joaquin County Office of Education Governing Board on May 21, 1997 and has been updated every three years thereafter.

### **Education Code 48926**

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

### **Education Code 48916.1**

- a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion.
- b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.
- c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.
- d) If the pupil who is subject to the expulsion order was expelled from any kindergarten or grades 1 to 6 inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district. This

subdivision, as it relates to the separation of pupils by grade levels, does not apply to community day schools offering instruction in any of kindergarten and grades 1 to 8, inclusive, and established in accordance with Section 48660.

### **General Service Overview**

Educational programs within San Joaquin County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts and the county office of education provide a broad continuum of educational services for expelled youth. Each school district must take steps to see that services are provided for expelled youth. A rehabilitation plan, developed by the district of residence, may involve one or more of the options outlined below:

- 1) suspended expulsion with placement on the same school campus;
- 2) suspended expulsion with placement on a different school campus, within the district;
- 3) suspended expulsion with placement on District Contracted Study, if parent agrees;
- 4) suspended expulsion with subsequent transfer to another district;
- 5) expulsion with referral to a District Community Day School program, if available;
- 6) expulsion with referral to another District Community Day School program, if available, or;
- 7) expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center program.

## **County and District Gaps and Strategies Related to Educational Services to Expelled Students**

**For each of the gaps in educational services to expelled pupils that were identified in the 2009 plan, discuss the implementation of the strategies outlined for filling those service gaps.**

In 2009, there were difficulties ensuring that expelled students enroll in a timely fashion in the county office alternative program following the expulsion hearing and the referral.

Strategies: Our Student Services staff has worked diligently with referring districts to develop a much improved tracking system. We work with the referring districts' DRB and SARB to assist students enrolling as quickly as possible. Districts are notified in a timely fashion when students do not enroll and typically, someone from the district truancy division will work with the student and family to facilitate placement in the program. San Joaquin County staff also directly contacts

students and parents who do not show up for their enrollment appointment. These strategies are helping to decrease the time between expulsion and enrollment in a county program.

A second gap identified in 2009 was not having more options for expelled youth in grades K- 6.

Strategies: The San Joaquin County Office of Education Community School/Day Center Program expanded the K – 6 program into two classrooms: one for grades K -3 and one for grades 4 - 6. The K- 6 school site is centrally located within the county. Additionally, a Mental Health Clinician is now available to provide services to these young students with behavioral issues. For outlying districts where transportation is an issue, placing the student on District Contracted Study is a more feasible option.

A third gap identified in 2009 was the challenge of transportation to county programs for expelled students, due to significant geographical distances between districts in San Joaquin County.

Strategies: Transportation continues to be an issue. It is prohibitively expensive for districts or the county to provide free transportation to students attending programs outside of their district boundaries. However, San Joaquin County continues to offer and expand programs in new locations which help to provide easier access. When transportation cannot be provided by parents, students may utilize public transportation. Districts are also offering more District Community Day or Contracted Study Programs, alleviating the transportation difficulties.

## **Existing Alternatives Available Through the San Joaquin County Office of Education**

The San Joaquin County Office of Education offers educational alternatives to expelled students through the Court and Community Schools and county-operated Charter Schools. Court schools require the formal placement of students into the program by the juvenile court. Districts can recommend referral of expelled students to County Community schools and/or county-operated Charter Schools.

In the community school program, we provide mental health and nursing services, after school programs, CAHSEE tutoring classes, counseling, and opportunities to participate in “Quest” activities such as hiking to the top of Half Dome in Yosemite and camping overnight at Lake Tahoe. Each year, more and more students choose to remain in placement at community schools following completion of their rehabilitation plan due to their academic success.

### **Community Schools**

22 school sites located throughout San Joaquin County

### **Court Schools**

Juvenile Hall, The Camp, and Mary Graham Children's Shelter

### **County-Operated Charter Schools**

One Charter for the Visual and Performing Arts

Building Futures Academy Charter School

Venture Academy Charter

### **Identify gaps in educational services to expelled pupils and outline strategies for filling those service gaps.**

San Joaquin County continues to work on ensuring that students enroll in a timely fashion after a district expulsion. The process is working fairly well at this point and while it is an area we continue to work on, it is no longer a significant gap.

Expanding options for K – 6 students is another area the county is working on. Districts are now providing more options for contracted study for these students, and the county has opened up a second K – 6 class. Having a mental health clinician has greatly improved services to K – 6 expelled youth in county-operated programs.

Gap: There are significant geographical distances between local small districts, and transportation continues to be an issue. Parent-provided or public transportation continue to be the only options for transportation.

Strategy: Continue to expand community schools and county-operated charter schools placed throughout San Joaquin County. We have expanded to two K – 6 sites and are opening one. programs as dictated by enrollment. We currently operate 22 community schools for students in grades 7-12 located throughout the county. For outlying districts where transportation is an issue, placing the student on District Contracted Study is a more feasible option. We also consult with the larger districts, as well as districts in adjacent counties, for possible placements for students when all other options are exhausted.

The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the expelled student. A rehabilitation plan may involve both District(s) and County staff members, as well as the student and his/her parent/guardian.

### **Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their**

**rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.**

For each of the districts in San Joaquin County that operate community day schools for expelled students, another option is available if the students fit the criteria stated above. Those students who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils are referred to the San Joaquin County Office of Education Community School/Day Center program. They will serve out the term of their expulsion and return to the district of residence, or remain in the community school for the duration of their high school years. Should they leave the program and opt to return at a later date, if they are progressing toward graduation and making progress in their credit acquisition, they are readmitted to the program. Once they have turned 18, as long as they show adequate progress, they may return to the community school.

The SJCOE has created "Insight" classrooms for students with serious behavioral problems. Students who are suspended from SJCOE are assigned to one of the seven Insight classrooms located throughout the County. Insight classrooms provide a low teacher to student ratio and focus on personal responsibility and awareness. When students have exhibited consistent success at an Insight classroom, they are transferred to a larger community school site. In the case of San Joaquin County Office of Education, there are 22 community school sites located throughout the county, so finding another placement for a student is not difficult.

SJCOE is now providing anger management counseling for students who need this service as part of their rehabilitation plan for district re-entry. This has helped ensure that students meet the criteria for re-enrollment in their district.

## **Articulation and Coordination of the County-wide Plan**

**The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and with the county office of education in providing education placements for expelled pupils.**

Beginning in December of 2008, discussion occurred with every superintendent and/or a designee from each district in San Joaquin County and the Assistant Superintendent from the San Joaquin County Office of Education, to review the existing plan for expelled youth and to discuss the changes that have occurred within the districts over the years that influence how services to expelled youth are delivered. Districts are providing more alternatives for their students before referring them to the county community schools. In addition to the Community Day Schools operated on many district campuses, districts are more proactive in their approach to student discipline by working closely with the students and their parents before serious problems occur.

At least twice per year, the county hosts all the district CWA Directors in discussions regarding options for expelled students, any new laws regarding expulsions or expulsion appeals. The expulsion and appeals process is reviewed. Districts work closely with the county office of education and neighboring districts to find placements to accommodate students in the most appropriate setting. There is effective county-wide communication regarding options for expelled youth and sharing of successful interventions, placements and programs available.

## **Aspire Public Schools Plan for Expelled Youth**

### **Education Code 48926**

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts with the county, shall develop a plan for providing education services to all expelled pupils in that county. As provided in the Aspire Charter Petitions for each of our schools in San Joaquin County, the policies and procedures for suspension and expulsion of Aspire students set forth in this document shall comply with the policies and procedures identified in the California Education Code.

### **Education Code 48916.1**

As provided in Aspire Public Schools Charter petitions, the policies and procedures for suspension and expulsion of APS students comply with the policies and procedures identified in California Education Code. These policies and procedures will be periodically reviewed and the list of offenses for which students are subject to suspension or expulsion will be modified as necessary.

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act of other legislation, or both.

### **Overview**

Aspire Public Schools seeks to meet the needs of each and every student in our schools through strategies that we believe are proactive in limiting the number of student disciplinary infractions

that could result in suspension or expulsion. An Aspire education is designed to provide students with access to opportunities and tools to succeed in higher education, work and citizenship. Through personalized learning experiences, students learn and master skills need for the rigorous work of post-secondary life.

Aspire sets high standards for all students and each student has a Personal Learning Plan (PLP) developed in collaboration with his/her teacher and parent(s) – that outlines the student’s specific learning goals each semester. Aspire is able to maintain personal contact with each and every student through the following tactics:

- **Small Schools:** Aspire elementary schools will have no more than 352 grade K-5 students, and its secondary schools will have approximately 550 grade 6-13 students.
- **Small Class Sizes.** Aspire maintains a 20:1 student-teacher ratio in kindergarten through third grade, a 28:1 ration in grades four and five, and 29:1 ratio in grades six through twelve. In addition, students at the secondary level will spend part of their week in advisory groups with a student-teacher ratio of 15:1.
- **Looping.** Elementary teachers (K-5) follow a class of students for two grades.
- **Advisory Groups:** Beginning in the 6<sup>th</sup> grade, each student is assigned to an advisory group of no more than 15 students that meets daily with an adult advisor. The advisor acts as a bridge between the school and the students’ other communities (e.g., family, work, clubs, social service agencies). The same group stays together until graduation, and provides a support structure for students. We believe the on-going support structure is largely responsible for fewer disciplinary infractions.

Aspire works with families to ensure parents are engaged in their student’s education. Aspire uses a variety of methods to help parents and guardians become coaches for their children, and to increase their participation in all aspects of school life.

- **School-Family-Student Compact:** The teacher, parent(s) and student all sign a compact during three-way conferences at the beginning of the school year. The compact outlines the rights and responsibilities of each stakeholder, and affirms the three parties’ mutual accountability for student success, and student and parent satisfaction.
- **Special Saturday Classes:** Scheduled at the beginning of the year, these mandatory half-day sessions enable parents to attend school with their children and understand students’ learning at a deeper level.
- **Guidance About At-home Support:** Aspire offers coaching to parents on reading at home (20+ minutes per day), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

Aspire Public Schools has developed a series of intervention strategies to change and improve student behavior. We provide one-on-one counseling with our students. We offer Peer Mediation for students with minor offenses. Behavior contracts are developed by the principal in collaboration with the parents and their student. We have student study teams, academic and emotional assessments, Saturday School, Advisory Group Counseling, community service in lieu of suspension, off-campus suspension, special education services, after-school activities, and stipulated agreements in lieu of expulsion.

Some students, whose behavior violates California Education Code 48900 and 48915 discipline sections, may be referred by the principal of a school to the Aspire Executive Committee. The APS Executive Committee appoints a Discipline Review Board consisting of three or more certificated persons. If the Discipline Review Board recommends expulsion, finding of fact in support of the recommendation shall be prepared and submitted to the APS Executive Committee. Students likely to be expelled are viewed on a case-by-case basis and may be placed in one of several alternative education programs.

### **Existing Educational Alternatives for Expelled Students**

Aspire Schools located with San Joaquin County offer the following options for expelled youth, depending on the circumstances of the specific offense and Education Code violation.

1. Suspended expulsion with placement on the student's existing school campus.
2. Suspended expulsion with a request for placement on a school campus within our sponsoring district's boundaries.
3. Expulsion with referral to the San Joaquin County Office of Education alternative programs.

### **Gaps in Educational Services in the former Plan for Expelled Youth**

The Aspire Director of Student Services provides coordination with the student, the student's families, and the school staff to help identify the best educational setting that would contribute to the student's ongoing success. In preparation of an expulsion, the Aspire Student Services office then interfaces with each of the authorizing district's appointed administrator during the course expulsion planning (concurrent planning), to prepare for ongoing educational placements for students in case their expulsion is ordered by the Aspire Board of Directors. If the Board does in fact expel the student, then the Student Services offices works with the expelled youth, the parents, and the receiving district to ensure adequate placement and to minimize time out of school.

Aspire has not offered any alternative secondary school placements for Aspire students in San Joaquin County as part of the Aspire network. To date, the gap has not been an issue, since there have not been any students expelled and only one student placed on suspended expulsion. In each of the cases, the Aspire office of Student Services has been able to interface with the district's placement officials to secure an appropriate school placement for the expelled youth.

In each case, the expelled student is notified of the steps necessary to re-admit into the Aspire network of schools upon successful completion of their term of suspension.

### **Strategies for Addressing a Gap in Service**

The strategy for addressing the gap in educational service for expelled students is:

1. Continue to interface with authorizing districts in a more formal capacity to articulate placement pathways for expelled youth.

2. Explore MOU alternatives with districts for placement of expelled youth in district sponsored appropriate placements.
3. Interface with alternative school settings – Community Day Schools, County Schools, etc – to identify alternative educational placements for potentially expelled youth.

## **Banta Elementary School District Plan for Expelled Youth**

### Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county shall develop a plan for providing education services to all expelled pupils in that county.

### Education Code 48916.1 (a)

At the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

### District Overview

Banta Elementary School District is located within San Joaquin County and presently serves approximately 300 students. Since 2001 Banta has been preparing for a tremendous growth spurt due to the projected housing development called “River Island of Lathrop.” Growth has been slower than anticipated, due to the recession. Thus, our current discipline policies and alternatives are a reflection of current district resources. However, the district anticipates creating interventions to match the anticipated student population who will have previously attended schools in large urban school districts.

### Intervention Overview

Early intervention strategies or pro-active strategies are the major focus of our district’s programs and subsequent student success. Our school district provides early intervention strategies which include, but are not limited to, school counseling, student study teams, academic and emotional assessments, parent support meetings, after school and in-school suspension and detention, off-campus suspension, special education services, after school activities, conflict management, and student contracts.

### Existing Educational Alternatives for Expelled Youth

Banta School District offers the following options for expelled youth:

1. suspended or stipulated expulsion with placement on the school campus.
2. suspended expulsion with placement on Independent District Contracted Study, if the parent agrees; or
3. expulsion with referral to the San Joaquin County Office of Education Community School/Day Program.

#### Gaps in Educational Services

There are four (4) major gaps that exist in respect to providing educational services to expelled youth:

1. A student could be expelled from the District under Education Code 48915 and referred to either a Community Day School or Court and Community School program. This student could then commit another violation of Education Code 48915 or simply not attend, and ultimately be referred back to the original district.
2. Banta School District generally expels very few students during the course of a school year. Having a special class or program for such students, at the district, is not financially possible.
3. Students, who are expelled by individual small school districts, and by the combined small school districts within San Joaquin County, vary as to age, grade level and expulsion offenses. The age and grade-span alone, under current California Education Code, would require separate Community Day School sites for the limited number of expelled students in grades K-6 and 7-8 grades.
4. There are significant geographical distances between local small districts, thus district or county operated cooperative school or classroom site/programs for small school districts would require either extensive busing, which is not financially feasible for the districts, or parent provided transportation, which is often impossible for the parents.

#### Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in educational service for expelled youth are:

1. to continue to use existing district educational strategies to meet the needs of expelled students.
2. to refer expelled students to the San Joaquin County Office of Education School/Day Program. Community School/Day Centers will be an option for those students who have transportation to school sites, and Independent District Contracted Study will be another option.

#### District Community Day School Alternative Placements/Rehabilitation Plans

Students who are expelled will be provided with the educational options outlined above. Banta School District will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education Community School/Day Program will develop an Individual Learning Plan with the staff. If district chooses, part of this plan may include return to the school district of residence after certain conditions of progress have been met. Alternative placement and alternative strategies are developed, with the San Joaquin County Office of Education, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

## **Escalon Unified School District Plan for Expelled Youth**

In 1993, Education Code §48926 required school districts to develop a plan for providing education services to all expelled pupils. This education code further requires that each school district submit to the California Department of Education a triennial update of that plan.

The Escalon Unified School District triennial update must be adopted by the Governing Board and the San Joaquin County Board of Education. Once adopted, the triennial update must be submitted to the State Superintendent of Public Instruction by June 30, 2012.

As required by the California Department of Education, this triennial update will address the following components:

1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2009, discuss the implementation of the strategies outlined for filling those service gaps.
  - Were the strategies successful? If not, what were the obstacles?
  - What additional strategies were implemented? Were they successful?
  
2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.
  - What are the current educational alternatives for expelled pupils?
  - Identify gaps in educational services to expelled pupils.

- Outline strategies for filling those service gaps.
  - What are your best practices, at the site and district levels, of behavioral intervention approaches and options used to minimize the number of suspensions leading to expulsions, of expulsions being ordered, and to support students returning from expulsions?
  - In particular, how do those best practices relate to any disproportionate representation of minority students in such interventions?
3. Specifically identify alternative placements for pupils who are expelled and placed in district community day school programs, but fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.
  4. The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and with the county offices of education in providing educational placements for expelled pupils.

#### 1) Gaps in Educational Services

A) Students in grades 1 – 6 who are expelled do not have the same educational options as those in grades 7 – 12.

The statement in the original plan is still accurate; the District rarely, if ever (none in the past three years), has a situation in which a student in K-6 is expelled. If a student in grades K – 6 were to be expelled the district would have one of three choices: suspend the expulsion and allow the student to return to school; suspended the expulsion and place the student on independent study; or expel the student and refer to a county program.

For students in grades 7 – 12 who are expelled, gaps occur owing to the distance between the SJCOE's alternative programs and the District. In this scenario parents are at times facing obstacles due to lack of reliable or alternative transportation. Strategies that have been implemented have included working with the county to address transportation issues, making a referral to independent study charter schools or placing students on a suspended expulsion and continue to provide educational services through the District's independent study program.

The degree of success of these three options varies greatly based on the parental support the student receives, the student's motivation and the availability of independent study slots. The most successful of these three has been the placement of the student in district sponsored independent study. The consistency of curriculum, the one-to-one support and

the ease of access to educational services are the most predominant reasons for success. However, owing to the severity of the infraction this may not be the most viable option and placement in a SJCOE alternative program is typically more successful than an independent study charter school. The unwillingness of some charter schools to accept expelled students, and student motivation in working in a more isolated independent study program are the two primary reasons placement at an SJCOE alternative program may be better suited for the expelled student. The major drawback with an SJCOE alternative placement is the aforementioned transportation issue.

B) District operated Community Day School option for expelled students is not an option.

The District has very few students in 1 – 6 that are expelled, and not a sufficient number to make a community day school a viable and effective alternative. The District did run a community day school for six years for at-risk students, but it was discontinued at the conclusion of the 2004-05 school year.

If the District were to expel a student in grades 1 – 6 it would need to consider one of the three options listed above. Additionally, charter schools are now viable alternatives for referring students.

## **2) Educational Services Currently Available**

A) The educational services that are currently available for students brought for expulsion include:

- suspended expulsion with placement on the same school campus;
- suspended expulsion with placement on a different school campus within the district;
- suspended expulsion with placement on District Contracted Independent Study, if the parent agrees;
- expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program;
- expulsion with referral to a charter school.

B) Given the location of the District from SJCOE Alternative Programs, gaps occur when the families of expelled students are unable to provide transportation to the alternative education site. With regard to transportation issues, the District works with the family to connect it with one of the alternative programs run by the San Joaquin Office of Education that best meets the needs of the student and provides the likelihood of attendance and success. District officials stay in regular contact with the family to ensure that the student has enrolled in an educational alternative. If problems continue, the District would work with SJCOE staff to determine the best strategy in meeting the students' educational needs. The issue of providing programs for elementary students has not occurred because no elementary students have been expelled.

C) Beginning with the 2010-11 school year the District has undertaken a range of activities to provide behavioral interventions at the site and district level. The first line of defense has been the implementation of cooperative reviews in grades K – 6. At each elementary and at the 6<sup>th</sup> grade teams comprised of the Director of Special Education, the school nurse, a school counselor, a school psychologist, the site administrator, a resource teacher, and the student’s classroom teacher review and discuss the academic, behavioral, socio-emotional and health status of each student in that teacher’s classroom. Students identified through this process are then referred to the appropriate individual (e.g. issues with vision would result in a nurse referral, whereas behavioral issues would be referred to the counselor for placement in a counseling group or individual follow-up). This process allows the District to, early on, identify and address student issues before they become unmanageable.

To further address potential behavioral issues the District assesses every student K – 5 with the Aimsweb behavioral screen and then places students identified with issues into an appropriate group or individual counseling as permitted by the parent. Goals are made for each identified student and progress monitoring is regularly conducted to measure student progress towards these goals.

The District currently enjoys an extremely low counselor to student ratio in grades 9 – 12 with three counselors supporting approximately 900 students. Additionally a .25 counselor is in place at the 9 – 12 alternative high school and the middle school also has a .75 FTE counselor to provide counseling support services. Both the middle school and the high school have peer mediation programs and the District’s elementary schools also have counseling support to hold skill streaming groups and individual services as needed.

These practices are evidence of early intervention strategies to minimize potential behavioral issues before they can escalate into suspensions and/or expulsions. Further, by their very design they ensure that *all* students, represented in *all* groups receive services as needed.

Students returning to the District from an expulsion are typically placed on a contract that specifies specific behavioral and academic expectations, and can also include participation in some type of support program in an effort to minimize the occurrence of suspendable or expulsion related behaviors.

### **3) Alternative Placements for Students who fail to meet the terms and conditions of their rehabilitation plan**

Expelled students who fail to meet the terms and conditions of their rehabilitation plan or who continue to pose a danger to other district pupils are not readmitted to regular school programs in the district. Alternatives include placement in another county program, placement in a charter school program, or placement in a district Independent Study program in which instruction is provided one-on-one.

#### 4) Regional Perspective

The District works closely with staff at the San Joaquin County Office of Education and other districts to look for alternative educational placements for expelled students. The county office has been especially useful and helpful in providing viable alternatives for Escalon Unified students.

### Jefferson Elementary School District Plan for Expelled Youth

#### Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.

#### Education Code 48916.1 (a)

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for a period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

#### Overview

Jefferson Elementary School District, located within San Joaquin County has experienced tremendous growth during the past eighteen years. Despite this growth, incidents of expulsion remain relatively low.

Early intervention strategies or proactive strategies are the major focus of the Jefferson programs and the subsequent student success. We provide early intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after-school activities, conflict management, and student contracts.

#### Existing Educational Alternatives for Expelled Youth

Most school districts located within San Joaquin County offer the following options for expelled youth:

- Suspended expulsion with placement on the same school campus
- Suspended expulsion with placement on another campus within the district
- Suspended expulsion with placement on district contract study, if parents agree
- Expulsion with referral to Tracy Unified School District community school program
- Expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program

There are three major gaps that exist in respect to providing educational services to expelled pupils:

- Small school districts within San Joaquin County generally expel very few students during the course of a school year. So few students are expelled that having a special day class or program for such students at each district is not financially possible.
- Students who are expelled by individual small school districts and by the combined small school districts within San Joaquin County vary as to age, grade level, and expulsion offenses. The age and grade-span alone, under current California Education Code, would require separate community day school sites for the limited number of expelled students grades K-6 and 7-8.
- There are significant geographical distances between Jefferson School District and San Joaquin County Office of Education, thus county operated cooperative school or classroom sites/programs would require either extensive busing, which is not financially feasible for the district, or parent provided transportation, which is often impossible for the parents.

#### Strategies for Addressing Identified Gaps in Service

The strategies for addressing the identified gaps in educational services for expelled youth are:

- Continue to implement proactive strategies through character education and parent education programs that work to prevent the types of behavior that lead to expulsion.
- Continue to use existing district educational strategies to meet the needs of expelled students.
- Continue to build partnerships with NPS programs that provide appropriate programs to students with special needs or who are not successful in their initial alternative placement.

- Refer expelled students to Tracy Unified School District community program (space permitting) and to San Joaquin County Office of Education Court and Community School/Day Center Program. Community School/Day Centers will be an option for those students who have transportation to school sites, and contracted study will be an option for those students who cannot arrange for transportation.

#### District Community Day School Alternative Placements/Rehabilitation Plans

Students who are expelled will be provided with the educational options outlined in this plan. The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education court and community school/day center program develop an individual learning plan (ILP) with staff. Part of this plan may include returning to the school district of residence. Alternative placement and alternative strategies are developed, with the court and community school/day center staff, for those students who have difficulty meeting the terms and conditions of their district rehabilitation plan.

## **Lammersville Unified School District Plan for Expelled Youth**

### Overview

Lammersville Elementary School District was recently unified and has now become the Lammersville Unified School District (LUSD). Along with the growth of the local community, the district is evolving. During the transformation into a unified school district with a comprehensive high school, the Lammersville Unified School District is planning and coordinating for additional “within district” services for expelled pupils.

### Expulsion Plan Components

#### **1. Gaps in educational services from 2009 plan**

Obstacles to reduce or eliminate gaps in the 2009 district expulsion plan were largely due to the limited options within the district, district size, limited community resources, and transitioning from an Elementary to Unified School District. Gaps in the 2009 plan for expelled youths still

exist. However, with the growth and unification, the LUSD is seeking to remediate several existing gaps, prior to the next triennial review of the districts expulsion plan.

Currently, any pupil (grades K-8) who is expelled from the LUSD district is referred to a San Joaquin County Office of Education (SJCOE) alternative program. The county programs are operated in Tracy and additional locations throughout the county. Any overflow from Tracy would be referred to the Manteca and Stockton SJCOE sites.

## **2. Current Educational services**

### The following are options for pupils of the LUSD in grades K-8:

1. Suspended expulsion with placement at the same school;
2. Suspended expulsion with placement at a different school campus, within the district;
3. Suspended expulsion with placement on independent study, if the parent agrees;
4. Suspended expulsion with voluntary parent referral to a county operated program for expelled pupils;
5. Expulsion with referral to the San Joaquin County Office of Education Court Program.
  - a. Students in grades K-6: The county programs are located outside of the Mountain House/Tracy area and would be referred to the SJCOE program located in Manteca.
  - b. Students in grades 7 and 8 would be referred to the SJCOE operated program located in Tracy, with overflow sites at Manteca and Stockton.

The (LUSD) Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01) 1) Appropriately prepared to accommodate students who exhibit discipline problems, 2) Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site

### Expulsion plan for students in grades 9-12.

Currently, students in grades 9-12 attend school in Tracy with the Tracy Unified School District. Students in grades 9-12 who reside in the LUSD school boundaries attend schools in Tracy as part of a pre-unification agreement and are therefore, considered a student of the Tracy Unified School District and are subject to Tracy Unified School District's student code of conduct and discipline procedures. Suspensions and expulsions are handled through the Tracy Unified School District.

Expulsion plans for LUSD students attending Tracy Unified School District Schools are outlined in Tracy Unified School District's triennial expulsion plan.

Upon completion of the Mountain House High School, suspensions and expulsion responsibilities would be returned to the LUSD. The estimated completion and opening of the Mountain House High School is 2014-2015.

### Gaps in services

The LUSD is currently planning and coordinating the need for a community day school within the district. In addition, the district is seeking to work collaboratively with surrounding districts to pool options for pupils that are recommended for expulsion, or are approaching expulsion

based on cumulative days of suspension. With the demands of becoming unified and having a comprehensive high school, the district will be in need of a local “alternative” program within the district.

Strategies to close gaps

- 1) Intensify current educational strategies and services within the school sites to address and intervene with behavioral and social emotional issues that students present.
- 2) Review existing process for referring to expulsion: i.e. District Expulsion Team
- 3) Review needs for community day school within the district, targeting 7<sup>th</sup> through 12<sup>th</sup> grades.
- 4) Continued review of alternative educational services for expelled youths within the county

Best practices within the district

The district is utilizing additional approaches at school sites within the district to operate in a preventative mode for at-risk students. The district is providing behavioral contracts, and behavior plans for at-risk students, who may need behavioral interventions. In addition, the district is implementing a behavioral progress monitoring tool to better monitor the effects of behavioral interventions. This will allow school based teams the opportunity to monitor and, when needed, adjust and change behavioral plans when the students are either not making adequate progress. This will allow school based teams to intervene sooner and more effectively, in hopes of interrupting the behavioral momentum which may lead to suspension and expulsion.

In addition, the district is in the early phases of implementing social skills curriculum to targeted individuals and groups of students. This is additional support to any pupil within the district that may be at-risk and need additional support/intervention in targeted areas.

Further, the mentioned “best practices” being implemented within the district, will be utilized to reduce behavioral problems, office referrals, suspensions, and expulsions.

The behavioral and social emotional interventions for LUSD students will not discriminate between groups that could be considered disproportionate. As LUSD is a diverse population, the implemented and planned best practices are meant to target individuals and small groups, regardless of the child’s ethnic or socio-economic status.

**3. Alternative placements for pupils who are expelled from County operated programs**

Students who are expelled will be provided with the educational options outlined above. LUSD will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education Community School/Day Program will develop an Individual Learning Plan with the staff.

If the district chooses, part of this plan may include return to the school district of residence after certain conditions of progress have been met. Alternative placement and alternative strategies

are developed, with the San Joaquin County Office of Education, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

#### **4. Articulation and coordination between school districts and with SJCOE**

Current articulation agreements between surrounding districts, in relation to expelled pupils, are handled on a case by case basis. As the LUSD has been transitioning to a unified district, future articulation agreements with surrounding districts will be developed.

Current coordination with the SJCOE regarding expelled pupils has been limited due to the low rate of expelled pupils of the LUSD and formerly Lammersville Elementary District. However, as the district continues to grow and transition to a fully unified district, any coordination involving county programs will be necessary for the LUSD and SJCOE to plan and coordinate programs, scope, and limitations of programs for expelled pupils.

## **Lincoln Unified School District Plan for Expelled Youth**

In 1993, Education Code §48926 required school districts to develop a plan for providing education services to all expelled pupils. This education code further requires that each school district submit to the California Department of Education a triennial update of that plan.

The Lincoln Unified School District triennial update must be adopted by the Governing Board and the San Joaquin County Board of Education. Once adopted, the triennial update must be submitted to the State Superintendent of Public Instruction by June 30, 2012.

As required by the California Department of Education, this triennial update will address the following components:

1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2009, discuss the implementation of the strategies outlined for filling those service gaps.
2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.

The Lincoln Unified School District School Attendance Review Board (SARB) is being used for our current, and expelled, students and their families.

We have found that social service agencies are willing to assist with student attendance. Representatives are meeting with families receiving supplemental income from the state. Families with truant children may have part of their aid stopped until their children attend school regularly.

The strategy that the Lincoln USD has implemented has shown success. The strategy is simple: if an expelled student is not attending his assigned program, a district employee contacts the family and offers to help them with any obstacles that are preventing their child from attending school. That personal contact fosters a relationship between our district and the families of our expelled youth. The current educational alternatives for expelled students in Lincoln Unified School District are either a placement in a county program, an opportunity to return to a Lincoln school with a suspended expulsion order, a placement in our new Civic Pride Independent Academy (CPIA) or the parent's option of enrolling their child in a private or charter school.

The gap in educational services of most concern is the lengthy period of suspended expulsion. Our strategies for filling this gap include:

1. encouraging families to sign waivers to expedite expulsion hearings and bring expulsion cases to the Board of Trustees as soon as possible;
2. offering parents the opportunity to sign a Stipulated Expulsion Order, which waives the Administrative Hearing and allows parents the opportunity to facilitate an immediate county one., private school, or CPIA placement.
3. offering parents the opportunity to sign a Stipulated Agreement (probationary status), which waives the expulsion hearing and allows the Superintendent's Designee (Director of Child Welfare and Attendance) to place a student in a Lincoln school;
4. assisting families to ensure immediate registration in a San Joaquin County alternative program (one.) by contacting county personnel and faxing paperwork;
5. providing homework to students until they are officially enrolled in a San Joaquin County alternative program; and
6. facilitating re-entry to a Lincoln Unified School District school within a day of the Board of Trustee's decision. The goal is to get students back in school as soon as possible.

## **Linden Unified School District Plan for Expelled Youth**

### **Education Code 48926**

Each county superintendent of schools in the counties which operate community schools pursuant to *Section 1980*, in conjunction with superintendents of the school districts within their respective counties, shall develop a plan for providing educational services for all expelled pupils in that county.

### **Education Code 48916.1**

- a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent that funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

## **Overview**

Linden Unified School District within San Joaquin County provides many educational alternatives for expelled youth. Middle schools and high schools are experiencing an increasing number of student behaviors that result in recommendations for expulsion. In the past, these incidents were primarily linked to middle and high school programs, but today these behaviors are surfacing in lower elementary grades.

Early intervention strategies on the comprehensive school sites, alternative programs on the comprehensive school sites, off-site alternative programs (in Linden we operate one Community Day School 7-12), referral to the San Joaquin County Office of Education Alternative Programs, Field of Dreams (K-6) part of One. Community School, guidance toward enrollment in charter home-school programs operated in the area; these are all general options for the student and the district. The district provides intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after school activities, conflict management, student contracts, and alternative school placements.

There are students whose behavior violates California Education Code discipline sections and who are referred by the school site administrator for expulsion from school. The District Discipline Review Board recommends expulsion to the Governing Board for those students whose behavior endangers other students and/or staff. Post-expulsion education referral of such students varies in each individual case, and is viewed on a case-by-case situation.

## **Plan Components**

### **1. Addressing gaps identified in the 2009 plan.**

A). One of the gaps stated in the 2009 plan was limited options available for students who were in grades one through six. Linden Unified School District Community Day School provides education for student in grades seven through twelve. We continue to seek options for grades K-6.

The District rarely, if ever (none in the past three years) has a situation in which a student in K-6 has been expelled. If there were such an expulsion, the district would utilize programs run by the county.

Another strategy stated in 2009 was to continue using existing educational programs and strategies to address the needs of expelled students. We continue to use these existing strategies and have also worked with families to help them access the numerous other options that exist in San Joaquin County. Several Charter Schools in San Joaquin County have been implemented since the 2009 report. Many of the charter home-school programs, particularly Venture Academy because of its close proximity to Linden, are viable and effective educational alternatives for expelled students and their families.

We continue to refer expelled student to the San Joaquin County Office of Education Court and Community School/Day Center Program. This continues to be an effective alternative. In addition Charter Schools are now a viable alternative for referring students.

### **2. Current educational services that are available for expelled students**

- A. Linden Unified School District offers the following options for expelled youth, depending on the specifics and Education Code violation
- 1) suspended expulsion with placement on the same school campus;
  - 2) suspended expulsion with placement on a different school campus within the District;
  - 3) suspended expulsion with placement on District Contracted Study, if the parent agrees;
  - 4) expulsion with referral to a District Community Day School program\*;  
or
  - 5) expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.
  - 6) Parents may provide home schooling, with an affidavit.

Actual referral to such a placement is made by the District Governing Board, with recommendations from the District Discipline Review Board

\*option relies on funding

### **B. Gaps in educational services to expelled students**

- 1) A student could be expelled from the District under Education Code §48915 and referred to either a Community Day School, or Court and Community School program. This student could then commit another violation of Education Code §48915, or simply not attend and ultimately be referred back to the original District.
- 2) Students in grades kindergarten through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. The limited number of expulsions, the significant geographical distances between elementary schools, the need for younger students to be in full-time classroom programs all makes the elementary school student particularly difficult to serve.
- 3) The Community Day School option for expelled students, as described in current California Education Code, is difficult for the following reason:
  - A. the six (6) hour, or 360 minute day exceeds the required hour for a minimum school day (240 minutes), the required hours for a continuation school day (15 hours per week), and the required hours for students enrolled in the various elementary school programs.
  - B. access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keeping.
  - C. the Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.
  - D. the separation of students in grades K-6 from students in grades 7-12 also creates boundaries that will be financially and /or geographically difficult.

**C. Strategies for filling those gaps**

- 1) to use existing education strategies and programs to meet the needs of expelled students;
- 2) to refer appropriate students to a District Community Day School program (if funded). In Linden, we currently operate one CDS, grades 7-12.
- 3) to refer expelled student to the San Joaquin County Office of Education Court and Community School/Day Center Program.
- 4) to provide guidance to families seeking enrollment in Charter home-school programs that operated in the area, particularly Venture Academy.

**3. District Community Day School Alternatives Placements /Rehabilitation Plans**

Expelled students who fail to meet the terms and conditions of their rehabilitation plan may be referred to a different District School, a District Community Day School Program (if funded), or the San Joaquin County Office of Education Court and Community School/Day Center Program.

Students who are expelled will be referred to an educational program deemed appropriate by the District Governing Board. The School District of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided.

Expelled students who are referred to a San Joaquin County Office of Education Court and Community School/Day Center Program develop an Individual Learning Plan with staff. Part of this plan may include a goal of returning to the school district of residence. Alternative placement and alternative strategies are developed, with the Court and Community School/Day Center staff, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

**Lodi Unified School District  
Joe Serna, Jr. Charter  
Plan for Expelled Youth**

**Overview**

Lodi Unified School District provides several educational alternatives for all expelled youth. Elementary students are referred to the San Joaquin County Alternative Education program "Field of Dreams". Middle and high school students are referred to Lodi Unified's Walter Katnich Community Day School or the San Joaquin County Community Schools programs.

Lodi Unified has Walter Katnich Community Day School for 7<sup>th</sup> -12<sup>th</sup> grade students on expelled status and also refers students to the San Joaquin County Alternative Education program. The district provides intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special education services, after school activities, conflict management, student contracts, and alternative school placements.

All expelled Resource Specialist Program (RSP) students and Special Day Class (SDC) students will be referred to Walter Katnich Community Day School.

Students on probationary status (suspended expulsion) are placed in District educational programs. If the District revokes a student's probationary status, the student can be referred to Walter

Katnich Community Day School or the San Joaquin County Alternative Education program.

Expelled students who fail to meet the terms and conditions of their rehabilitation plan will remain enrolled at Walter Katnich Community Day School or the San Joaquin County Alternative Education program until readmitted to the District, admitted to another school district or are no longer under the compulsory attendance requirements of California Education Code 48200.

No gaps in educational services currently exist for students expelled from Lodi Unified School District.

Our strategies include:

1. Offering parents the opportunity to sign a Stipulated Expulsion Agreement, which waives the Administrative Hearing and allows parents/caregivers the opportunity to facilitate an immediate enrollment to Walter Katnich Community Day School or San Joaquin County Community Day School Program.
2. Assisting families to ensure prompt registration in a San Joaquin County Alternative Education program by contacting San Joaquin County personnel and faxing/e-mailing paperwork immediately.
3. Facilitating re-entry to a Lodi Unified School District school within a day of the Board of Trustee's decision. Our goal is to get students back in school as soon as possible.

Students enrolled in the district-sponsored Joe Serna Charter, who are under an expulsion order, have the same options as Lodi Unified students.

## **Manteca Unified School District Plan for Expelled Youth**

### **Education Code 48926**

Each county superintendent of schools in the counties which operate community schools pursuant to *Section 1980*, in conjunction with superintendents of the school districts within their

respective counties, shall develop a plan for providing educational services for all expelled pupils in that county.

### **Education Code 48916.1**

a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent that funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

### **Overview**

Manteca Unified School District provides many educational alternatives for expelled youth. Elementary schools and high schools are experiencing an increasing number of student incidents, which result in recommendations for district behavioral expectation plans or expulsion. In the past, these incidents were limited to middle and high school level students, but in recent years, these behaviors began surfacing at much earlier grades. In 2010-2011, for example, there were 293 students identified as habitual truants and placed on SARB contracts, with 71 of those at the K-6 level. These numbers represented a significant precursor of a much higher number of "at risk" students who would be surfacing in the near future. In addition, for 2010-2011, there were 129 expulsions, with 23 of the expulsions applied to grades K through 6. These statistics called for the institution of stronger preventative measures in order to reverse this trend towards earlier delinquency.

Some of the early intervention strategies recently instituted throughout Manteca Unified School District include the following:

- increased presence of Valley Community Counseling on all school sites,
- additional health nurse presence,
- added parenting classes, one-on-one counseling, and group counseling services at Manteca Day School,
- institution of Preschool For All, a free program for every four-year old in the District,
- extensive referral programs to outside service agencies, such as Point Break, and South County Crisis Center.
- instituted Connect-ED phone service for same-day attendance notification of student truancy,
- establishment of a County-wide Truancy Task Force
- institution of a District-wide Gang Task Force

Since the institution of these and other intervention measures, the number of SARB referrals for the 2011-2012 school year have decreased with a current total of 89 students being referred to the SARB Panel (as of 1/31/12), and the number of K-6 students placed on SARB contracts in the same period total only 13. For the 2011-2012 school year, expulsions have totaled 51 to date, with only 4 expulsions representing grades K – 6. Additionally, MUSD continues to utilize appropriate off-site alternative programs and referrals to the San Joaquin County Office of

Education Alternative Program as an integral part of the District's Plan for promoting student success.

The Manteca Unified School District continues to provide intervention strategies which include, but are not limited to, one-on-one counseling, student study teams, academic and emotional assessments, substance abuse awareness classes, gang intervention classes, anger management classes, peer-pressure classes, parent support meetings, off-campus suspension, special education services, after school activities, before and after school tutoring, high school tutors for 3<sup>rd</sup> through 6<sup>th</sup> graders sponsored by the A+ Foundation, conflict management, peer resource, elementary on-site truancy court, student contracts for behavior, attendance, and academic progress, District expectation plans, and alternative school placements.

There are students whose behavior(s) violates California Education Codes 48900 and 48915, et.al. and those students are referred by their respective school site administrators for expulsion from the school and/or district. The Manteca Unified School District Disciplinary Review Board recommends expulsion to the Governing Board for those students 1) whose behavior(s) endanger themselves and/or others (students or staff) and/or 2) when other means of correction attempted by the school district have failed to bring about a change in student behavior.

Post-expulsion educational referral of such students varies in each individual case and is determined on a case-by-case basis.

### **Existing Educational Alternatives for Expelled Youth**

Whenever there is a need for an interpreter throughout the expulsion process, an interpreter is provided by either the home school or the district. Manteca Unified School District offers the following options for expelled youth, depending on the specific offense and the California Education Code violation:

- 1) suspended expulsion with placement at the same school;
- 2) suspended expulsion with placement on a different school campus, within the district;
- 3) suspended expulsion with placement on District Contracted Study, if the parent agrees;
- 4) suspended expulsion with referral to a Manteca Unified School District Community Day School Program; or
- 5) expulsion with referral to a Manteca Unified School District Community Day School Program; or
- 6) expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.

Each of the above actions also includes a Rehabilitation Plan for every student. The Plan encompasses the following requirements:

- 1) Positive recommendation from the assigned program in the areas of attendance, behavior, and academic progress.
- 2) Recommendation for appropriate counseling, restitution (where applicable), and submission of a negative drug test (where applicable).
- 3) Referral to appropriate outside services, such as tutoring, mentoring, anger management, drug diversion, gang intervention, family counseling, leadership training, case management, parenting support, etc. Each referral is accompanied by all necessary contact information (hours, phone number, address, fee/no fee, languages spoken, cost, if applicable, insurance eligibility, etc.). Each referral also requires proof that the recommended program was completed.
- 4) Families are given information regarding Medi-Cal and Healthy Families. If a family is eligible, they are referred to the Health Services Department for further information and assistance is qualifying.
- 5) If a student is homeless or in Foster Care, the district liaison works with the appropriate agencies to ensure the continuance of appropriate educational and social services.

Actual referral to such placement is made by the Manteca Unified School District Governing Board, after considering recommendations from the Manteca Unified School District Disciplinary Review Board.

### **Gaps in Educational Services**

In 2009, we identified two ongoing gaps which existed with respect to providing educational services to expelled pupils:

- 1) A student could be expelled from the District under Education Code 48915 and referred to either a Community Day School or a Court and Community School program. This student could then commit another violation of Education Code 48915, or simply not attend, and ultimately be referred back to the referring District;
- 2) The Community Day School option for expelled students, as described in current California Education Code, presents certain limitations for the following reasons:
  - a) the six (6) hour, or 360 minute day exceeds the required hours (240 minutes)for a minimum school day, the required hours (15 hours per

week) for a continuation school day, and the required hours for students enrolled in the various elementary school programs;

b) access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keeping;

c) the Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.

### **Strategies for Addressing Identified Gaps in Service**

The strategies for addressing the identified gaps in educational service for expelled youth are:

- 1) to strengthen and augment the existing educational strategies and programs to meet the needs of expelled students. Such strategies have been successfully instituted, as listed in the overview section of this report;
- 2) to build in flexibility to the programs offered at the District Community Day School, and to augment existing programs. We have an SDC Class at Manteca Day School, which is designed to deal specifically with the Special Education Students who require services and whose behaviors have been determined not to be a manifestation of their disability;
- 3) to refer expelled students to the San Joaquin County Office of Education Court and Community School/Day Center Program. We have worked with SJCOE Court and Community Schools to develop a more streamlined system for reporting and follow-up of students who are referred to their program, and timely reports are now maintained and shared.

## **New Hope Elementary School District Plan for Expelled Youth**

### Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts with the county, shall develop a plan for providing education services to all expelled pupils in that county.

### Education Code 48916.1 (a)

At the time an expulsion of a student is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

### District Overview

New Hope Elementary School District is a K-8, single-school district located in Thornton, California in the northwestern section of the San Joaquin County. The total student count is 150 students in grades K-6 and 51 students in grades 7 and 8. The school is a Title 1, school-wide project. The student population is 87% Latino, 60% English Learners, 20% Migrant, with the majority of the students children of migrant farm laborers. Participation in the National School Lunch Program is 97%. The economy of the town is completely dependent on agriculture and the school is the hub of the community. In the three years since the plan was updated, there have been no expulsions. The fact that students are not being expelled is quite positive; however, it does create a situation where the development of either district or county specific classes or programs for such students is difficult financially and/or geographically.

### Intervention Overview

New Hope School District provides early intervention strategies which include, but are not limited to, parent support meetings, student study teams, academic and emotional assessments, school counseling, and after school activities.

### Gaps in Educational Service

There were five major gaps in service outlined in the plan submitted in 2003. Since there were no students expelled from the district in the last three years, none of the identified gaps had to be addressed with a specific strategy.

### Existing Educational Services Currently Available

New Hope School District offers the following options for expelled youth;

1. suspended expulsion with placement on the same school campus;
2. suspended expulsion with placement on District Contracted Study, if the parent agrees;

3. suspended expulsion with placement to another nearby school district, if the administration of the other school and the parent of the pupil agree;
4. expulsion with placement to another nearby school district, if the administration of the other school and the parent of the pupil agree; OR
5. expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.

| <b>SERVICE GAPS</b>   | <b>COUNTY/DISTRICT STRATEGY</b>   |
|---|---|
| <p>1. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the low numbers of students who are expelled in these grades. These younger students cannot attend the programs designed for middle and high school students.</p> <p>2. A student could be expelled from the district under Education Code 48915 and referred to either a district-operated Community Day School, or county-operated Court and Community School program. This student could then commit another violation of Education Code 48915 and be expelled from the Community School, or simply not attend.</p> <p>3. Small school districts within San Joaquin County generally expel very few students during the course of a school year. Since so</p> | <p>The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled students.</p> <p>A rehabilitation plan for that student may involve both District(s) and County staff members, as well as the student and his/her parent/guardian.</p> <p>Placement must be determined on a case by case basis which might include referring eligible students to the Community Day School in a neighboring district.</p> <p>For non-attendance, a referral back to the district of residence will occur. The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student.</p> <p>If a mandatory expellable offense is committed, Community Schools can expel a student from the program, and then transfer that student to another Community School site for the duration of the expulsion.</p> <p>Small school districts have the option of</p> |

few students are expelled, having a special class or program for such students may not be feasible.

4. Students who are expelled by individual small school districts vary as to age, grade level, and expulsion offenses. The wide range of age, grade level, and seriousness of offense make it difficult for these districts to provide appropriate programs for these students.

5. There are significant geographical distances between local small districts, thus district or county operated classroom sites/programs for small school districts would require either extensive busing or parent provided transportation.

referring students to Community Schools for those students who have transportation. District Contracted Study will be an option for those students who cannot arrange for transportation.

The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting and ensuring that an educational program is provided to the expelled student.

A rehabilitation plan may involve both District(s) and County staff members, as well as the student and his/her parent/guardian.

New Hope School District, in cooperation with neighboring districts within San Joaquin County, neighboring districts in the adjacent county, and the San Joaquin County Office of Education, will continue to explore options for educational alternatives for expelled youth as the need arises. The District recognizes that this is a collaborative effort that requires open dialogue and articulation in order to best serve the students.

**New Jerusalem School District  
and Internal Charters:  
Delta Charter School  
Great Valley  
New Jerusalem Charter**

Education Code 48926

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.

## Education Code 48916.1

a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

## District Overview

New Jerusalem School is limited in respect to providing educational alternatives to expelled youth. However, due to NJ's small size, and geographic location, we have very few expulsions, typically less than one per year. This creates a situation where the development of either district or county specific classes or programs for such students is difficult financially and/or geographically.

New Jerusalem School's small numbers of expulsions can also be attributed to early intervention strategies aimed at being pro-active in student behavior. New Jerusalem School provides early intervention strategies which include, but are not limited to, one-on-one counseling with our on-site counselor, more intensive one-on-one counseling with our contracted counseling service, student study teams, academic and emotional assessments, off-campus suspensions, special education services, conflict management, behavior support plans developed in conjunction with our school psychologist, and student behavior contracts.

## Existing Educational Alternatives for Expelled Youth

New Jerusalem School offers the following options for expelled youth:

- 1) suspended expulsion with placement on same school campus;
- 2) suspended expulsion with placement on District independent study, if the parent agrees;
- 3) expulsion with referral to the San Joaquin County Office of Education Court and Community School;
- 4) home schooling with affidavit;
- 5) referral to Delta Charter School (K-12), or Delta Pacific On-line.

## Identified Gaps in Services for Expelled Youth

There are four major gaps that exist in respect to providing educational services to expelled youth:

- 1) A student could be expelled from the District under Education Code 48915 and referred to the Court and Community School program. This student could then commit another violation of Education Code 48915, or simply not attend, and ultimately be referred back to the original District.

- 2) New Jerusalem School generally expels very few students during the course of a school year; so few students are expelled that having a special class or program for such students at the district level is not financially possible.
- 3) Students who are expelled by individual small school districts, and by the combined small school districts within San Joaquin County vary as to age, grade level, and expulsion offenses. The age and grade-span alone, under current California Education Code, would require separate Community Day School sites for the limited number of expelled students grade K-6 and 7-8.
- 4) There are significant geographical distances between local small districts, thus district or county operated cooperative school or classroom sites for small districts would require either extensive busing, which is not financially feasible for the districts, or parent provided transportation, which is often impossible for the parents.

#### Strategies for Addressing Identified Gaps in Service

- 1) Continue to use existing district educational strategies to meet the needs of expelled students.
- 2) Refer expelled students to the San Joaquin Office of Education School/Day Program. Community School/Day Centers will be an option for those students who have transportation to school sites, and Independent District Contracted Study will be another option.
- 3) Provide guidance on possible charter school referral or home schooling options.

#### District Community Day School Alternative Placements/Rehabilitation Plans

Students who are expelled will be provided with the educational options outlined above. New Jerusalem School District will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the student.

Expelled students who are referred to a San Joaquin County Office of Education Community School/Day Program will develop an Individual Learning Plan with the staff. If district chooses part of this plan may include return to the school district of residence after certain conditions of progress have been met. Alternative placement and alternative strategies are developed, with the San Joaquin County Office of Education, for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

## **Oak View Union Elementary School District Plan for Expelled Youth**

### **EC 48926**

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

### **Overview**

Small districts such as Oak View Union Elementary School are limited in respect to providing educational alternatives to expelled youth. Oak View School is not experiencing large numbers of students who are exhibiting behaviors which result in expulsion. During the period of 2001-2011 a total of 5 pupils were expelled from Oak View School. While this is a positive development, it does create a situation where the development of either district or county specific classes or program for such students is difficult financially and/or geographically.

Early intervention, proactive strategies are the major focus of Oak View programs and subsequent student success. Oak View offers early intervention strategies including but not limited to: one-to-one counseling, student study teams, academic and emotional assessments, parent/teacher meetings, an Outreach Program, in-school suspension, off campus suspensions, special education services, after school activities, student contracts, and independent study contracts.

### **Existing Education Alternatives for Expelled Youth**

Oak View Union Elementary School District offers the following options for expelled youth:

- 1) Suspended expulsion with placement on the school campus
- 2) Suspended expulsion with placement on district contracted study, if the parent agrees
- 3) Suspended expulsion with placement in another school if the administration of the other school district and the parents of the pupil agree
- 4) Expulsion with placement to another school district if the administration and the parent of the pupil agree

- 5) Expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program (ONE Program) for grades 7-12 and Field of Dreams for grades K-6

### **Gaps in Educational Services**

- 1) There have been no actual gaps in services for expelled students in the past eight years. Each of the five expelled students was placed in one of the educational options outlined above. Any theoretical gaps at this time are as outlined below.
- 2) A student could be expelled from the district under EC 48915 and be referred to either a community day school or court and community school program. This student could then commit another violation of EC 48915, or simply not attend and ultimately be referred back to the district.
- 3) Oak View Union Elementary School District expels very few students during the course of a school year; so few students are expelled that having a special class or program for such students is not financially feasible.
- 4) There are significant geographical distances between local small districts, thus district or county operated cooperative school or classroom sites/programs for small school districts would require either extensive busing, which is not financially feasible for the district or the parents to provide transportation

### **Strategies for Addressing Identified Gaps in Service**

- 1) To continue to use existing district educational strategies to meet the needs of expelled students.
- 2) To refer expelled students to the San Joaquin County Office of Education ONE Program or Field of Dreams Program. The County Programs will be an option for those students who have transportation to school sites, and contracted study will be an option for those students who cannot arrange for transportation. The ONE Program has a site in Lodi which is closer proximity for Oak View Students.

Students who are expelled will be offered a program from those options outlined above. The ONE Program and Field of Dreams Program remains an option of last resort because of the fiscal restraints and transportation problems. Oak View School District in conjunction with the San Joaquin County Office of Education Program staff may develop an individual Learning Plan for referred expelled students. Part of this plan may include return to the school residence. Student Study Teams, alternative placements, and alternative strategies will be explored with the County Program staff for those students who have difficulty meeting the terms and conditions of the district designed rehabilitation plan.

## **Ripon Unified School District Plan for Expelled Youth**

### **Education Code § 48916.1(a)**

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

### **Overview**

The Ripon Unified School District has experienced a small but consistent number of students whose behavior violates California Education Code discipline sections, and who are referred by the school site administrator for expulsion from school. Most of these cases have been at the upper elementary and high school level. The Governing Board of the Ripon Unified School District hears each case and determines whether to expel the student, expel the student and suspend the expulsion with a behavior contract, or not expel the student. Post-expulsion educational referral of such students varies in each individual case, and is viewed on a case-by-case situation.

The size of the district has limited its ability to offer alternative educational programs for expelled youth. Most expulsions have resulted in student placement in programs offered by larger neighboring districts, and the San Joaquin County Office of Education Alternative Program. Typically, most students are referred to the SJCOE One Program in Manteca or the Peterson Alternative Center for Education in Modesto City Schools. Additionally, the district provides intervention strategies which includes, but are not limited to, one-on-one counseling, student study teams, academics and emotional assessments, parent support meetings, in-school suspension, off-campus suspension, special services, after school activities, conflict management, student contracts, DARB (Discipline Review Board) and alternative school placements. At the discretion of the Board, expelled students may be placed in the District Independent Study program with the parent's agreement.

### **Existing Educational Alternatives for Expelled Youth**

The Ripon Unified School District offers the following options for expelled youth, depending on the specific and Education Code violation:

1. suspended expulsion with placement on the same school campus
2. suspended expulsion with placement on a different school campus within the district
3. suspended expulsion with referral to the district independent study program
4. expulsion with referral to a District Community Day School program\*
5. expulsion with referral to a District Independent Study program
6. expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.
7. expulsion with referral to the Peterson Alternative Center for Education
8. expulsion with referral to another educational program who will accept the student; recent examples include the SJCOE Venture Academy, the Stanislaus Military Academy, and Ripon Christian.
9. referral to the Ripon Unified School District virtual charter school, California Connections at Ripon beginning in the 2012 – 13 school year.

\*Option relies on funding -The Community Day School program is currently closed due to not being financially feasible.

### **Gaps in Educational Services**

There are three major gaps that exist in respect to providing educational services to expelled pupils:

1. A student could be expelled from the district under Education Code §48915 and referred to either a Community Day School, Independent Study or Court and Community School program. This student could then commit violation of Education Code §48915, or simply not attend and ultimately be referred back to the original District.
2. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. The limited number of expulsions, the significant geographical distances between elementary schools, and the need for younger students to be in full-time classroom programs all makes the elementary school student particularly difficult to serve;
3. The Community Day School option for expelled students, as described in current California Education Code, is difficult for the following reason:
  - a. the six (6) hour, or 360 minute day exceeds the required hours for a minimum school day (240 minutes), the required hours for a continuation school day (15 hours per week), and the required hours for students enrolled in the various elementary school programs.
  - b. access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance bookkeeping and record keeping.
  - c. The Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.
  - d. The separation of students in grades K-6 from students in grades 7-8 also creates boundaries that will be financially and /or geographically difficult
4. The district lacks adequate resources for funding of a continuation high school program that could provide intervention and educational services for at risk students reducing the behaviors that lead to suspensions and eventual expulsion.

### **Strategies for Addressing Identified Gaps in Service**

The strategies for addressing the identified gaps in educational service for expelled youth are:

1. to use existing educational strategies and programs to meet the needs of expelled students;
2. to refer appropriate students to a District Community Day School program or Independent Study program(if funded);
3. to refer expelled students to the San Joaquin County Office of Education Court and Community School/Day Center Program or the Peterson Alternative Center for Education.
4. The district applied to the California Department of Education for a new continuation school and was informed there was no new funding for new continuation schools so the project was abandoned. The district has an interest in pursuing alternative funding sources for continuation education.
5. The district recently chartered an independent virtual school, California Connections at Ripon. Due to the independent study nature of the program, they would consider admitting students who are expelled from a traditional school. The school is set to open in the fall of the 2012-13 school year and serves grades K – 12. Parent consent is required for the placing of an expelled student in an independent study program.

### **District Community Day School Alternative Placements/Rehabilitation Plans**

Expelled students who fail to meet the terms and conditions of the rehabilitation plan may be referred to a different district school, a District Community Day School Program (if funded), Independent Study, The Peterson Alternative Center for Education or the San Joaquin County Office of Education Court and Community School One Program.

Students who are expelled will be referred to an educational program deemed appropriate by the Governing Board. The School District of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided.

Expelled students who are referred to a San Joaquin County Office of Education Court and Community School-One Program develop an Individual Learning Plan with staff. Part of this plan may include a goal of returning to the school district of residence. Alternative placement and alternative strategies are developed, with the Court and Community School/Day Center staff for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan.

## **Dr. Lewis Dolphin Stallworth, Sr. Charter School Plan for Expelled Youth**

### **Education Code 48926**

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.

### **Education Code 48916.1**

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose.

### **Overview**

Dr. Lewis D. Stallworth, Sr. Charter Schools, Inc. (DLDDSSCSI) is a newly established charter school (June 24, 2008). The mission of DLDDSSCSI is to enable students to become socially and environmentally responsible adults and lifelong, self-motivated team leaders who develop camaraderie, who can access their creativity, make healthy choices, and embrace diversity. DLDDSSCSI promotes positive learning experiences, which will help each youth develop the skills necessary to make positive lifestyle choices.

Prior to expulsion, DLDDSSCSI employs various behavior modification interventions designed to improve student behavior. Such interventions include: (a) before and after school detention, (b) behavior management meetings (i.e. teacher, student, parent, administrator), (c) written

behavior contracts, (d) suspensions, and (e) on-site community service.

### **Expulsion Policies and Procedures**

When all attempts at correcting a student's behavior have proven unsuccessful, and /or after repeated offenses resulting in student suspensions, or in case of extreme, unsafe behavior as addressed in the California Education Code 48915, a student may be recommended for expulsion from DLDSSCSI. DLDSSCSI has a "zero tolerance" policy for weapons and drugs/alcohol. Recommendations for expulsion will be presented to the Governing Board by the Director. The Director will prepare evidence supporting the recommendation and present it at a hearing before the Governing Board.

Expulsion (CA Education Code 48900-48926)

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The administrators of DLDSSCSI are required by law to suspend from school, and shall recommend expulsion from the school for the following offenses:

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife, weapon, explosive, or other dangerous object of no reasonable use to the pupil
3. Unlawful possession of any controlled substance
4. Robbery or extortion
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee
6. Possessing, selling, or otherwise furnishing a firearm
7. Brandishing a knife at another person. As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing,
8. Unlawfully selling a controlled substance
9. Committing or attempting to commit a sexual assault

#### Process for Expulsion

Each individual case will be independently and carefully reviewed to determine which educational alternative will best meet the needs of the student and the school environment.

The following steps will be taken in the event of an expulsion.

1. Informal Conference. Expulsion will be preceded by an informal conference conducted by the administrative staff, with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is expelled without conference, the parent will

- be notified of the expulsion and a conference will be requested as soon as possible.
2. Notices to Parents. At the time of expulsion, a school employee will make a reasonable effort to contact the parent by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student and indicate a date and time for the informal conference and/or expulsion hearing.
  3. Expulsion Hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student shall be expelled. The hearing will be held within thirty (30) days after a school administrator determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board of Directors. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. This notice will include:
    - Date and place of the hearing,
    - Statement of the specific facts, charges and offense upon which the proposed expulsion is based,
    - Copy of the disciplinary rules, which relate to the alleged violation, and
    - Indication of the opportunity for the student's parent/guardian to appear in person at the hearing.

#### Appeal of Expulsion

A parent/guardian may appeal to the Board of Directors a student's expulsion within five (5) business days. The student will be considered suspended until the appeal hearing and decision is rendered. A meeting will be convened by the Board of Directors to hear the appeal within ten (10) days of the suspension/expulsion. A parent/guardian must attend to present the appeal. The Board of Directors will hear the appeal. An appeal hearing includes the Director, the parent/guardian of the student, the student's teacher(s) and any other pertinent person, including counsel for the parent/child. The decision of the panel of representatives of the Board of Directors will be final.

#### Expulsion of Students with Disabilities

Students with disabilities will not be disciplined in a manner inconsistent with the IDEA and state special education. DLDSSCSI will obey all the IDEA requirements for special education, which includes a "manifestation determination." A manifestation determination means the evaluation of the relationship between a student's disability and act of misconduct must be undertaken when a district proposes to take specified serious disciplinary actions such as suspension or expulsion. Only if the district concludes, after performing a manifestation determination review that the misconduct was not related to the student's disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs, or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability).

The manifestation review is conducted by the district, the parents, and relevant members of the IEP team as determined by the district and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student's file, including the IEP, any

teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was a direct result of the district's failure to implement the IEP, The expulsion shall not go forward.

#### Existing Educational Alternatives

Listed below are the existing educational alternatives currently used by DLDSSCSI:

- Suspended expulsion with site privilege revoked. Student would be placed on a home/independent study program;
- Suspended expulsion with subsequent transfer to another district;
- Suspended expulsion with a request for placement in San Joaquin County Office of Education's Court and Community School Program, if available;
- Expulsion with referral to a San Joaquin County Office of Education's Court and Community School/Day Center Program, if available.
- Expulsion with referral to another district's Community Day School Program.

#### Gaps in Educational Services

In the event of a decision to expel a student from DLDSSCSI, DLDSSCSI will work cooperatively with the district of residence, county, and/or private school to assist with the placement of the student who has been expelled. DLDSSCSI will provide the support students need to focus on improving positive social skills and academic growth.

**Stockton Unified School District  
And Internal Charters:  
Nightingale Charter School  
Pittman Charter School  
Primary Years Academy  
Stockton High  
Stockton Health Careers Academy  
Stockton Pacific Law Academy  
Stockton Unified Early College Academy**

**Plan for Expelled Youth**

**Education Code Section 48926**

Each county superintendent of schools in counties that operate community schools pursuant to Section 1980, in conjunction with superintendents of school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county.

**Education Code section 48916.1**

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

**Overview**

Expulsion recommendations from our K-8 and secondary schools have decreased by more than one-third over the last few years. Most expulsion cases are for secondary school students, however, there has been a slight increase in the number of recommendations for students in intermediate grades and middle grades. Internal charter schools in the District are included in the District plan for expelled students.

Stockton Unified School District provides many educational services and alternatives for students at risk. The district provides early intervention strategies which include, but are not limited to, referral to outside agencies, one-on-one counseling, student study teams, alternative programs on the comprehensive school site, small school programs, internal charter schools, career education programs, academic and emotional assessments, parent and student support groups, in-school suspension, out-of-school suspension, special education services, after school activities, conflict management, independent study, and alternative school placement.

Alternative school placements for Stockton Unified School District students include, but are not limited to, Jane Frederick High School, Stockton Intermediate Elementary (grades 4 – 8), Jane Frederick High School Independent Study Program and the San Joaquin County Office of Education Court and Community School/Day Center Program.

There are students whose behavior violates California Education Code discipline sections and who are referred by school site administrators for expulsion from school. The District Administrative Hearing Panel recommends expulsion to the Governing Board for those students whose behavior endangers other students and/or staff and/or continually disrupts the learning environment. Post-expulsion educational referral of such students varies in each case and is viewed on a case-by-case situation.

### **Existing Educational Alternatives for Expelled Students**

Stockton Unified School District may use the following options for expelled students depending on their specific violation of the Education Code:

- 1) suspended expulsion with placement on the same school campus;
- 2) suspended expulsion with placement on a different school campus within the District;
- 3) suspended expulsion, and with parent approval, placement in an Independent Study Program;
- 4) suspended expulsion with placement in the District's Jane Frederick High School or the Stockton Intermediate Alternative Program (grades 4 – 8);
- 5) expulsion with placement in a San Joaquin County Office of Education Court and Community School/Day Center Program.

Actual referral to such a placement for suspended expulsion and expulsion cases is made by the District Governing Board with recommendations from the Administrative Hearing Panel.

### **Gaps in Educational Services**

There is only one major gap that exists in respect to providing educational services to expelled pupils;

- 1) A student could be expelled from the District under Education Code 48915 and/or 48900 and referred to the San Joaquin County Office of Education Court and Community School/Day Center Program. This student could then commit another violation of Education Code 48915 and/or 48900 or simply not attend and not have to face any immediate or long-term sanctions.

## **Strategy for Addressing the Identified Gap in Education Service**

The strategy for addressing the identified gap in education services for expelled youth is to continue to monitor progress of expelled students referred to the San Joaquin County Office of Education Court and Community School/Day Center Program and maintain open lines of communication with County Operated Schools Student Services to ensure that student needs are being met and Stockton Unified School District is notified of any academic, behavioral or attendance issues of referred students.

## **District Alternative Placements and Rehabilitation Plans**

Students who receive suspended expulsions for education code violations will be referred to an in-district educational program deemed appropriate by the District Governing Board. The School District continues to maintain responsibility for developing a rehabilitation plan for the student. This rehabilitation plan will include a referral to an appropriate educational program. Suspended expulsion students who fail to meet the terms and conditions of their rehabilitation plan will be referred to the San Joaquin County Office of Education Court and Community School/Day Center Program.

Students who are expelled for specific education code violations will be referred to the San Joaquin County Office of Education Court and Community School/Day Center Program and must meet the criteria established in the expulsion rehabilitation plan prior to returning to the Stockton Unified School District for re-enrollment.

## **Tracy Learning Center Plan for Expelled Youth**

### **Overview:**

The Tracy Learning Center is comprised of three charter schools: Primary Charter for grades K-4; Discovery Charter School for 5-8; and Millennium High School for grades 9-12. The student population in the three schools is approximately 1200 and is at capacity.

The Tracy Learning Center is funded set of charter schools under one governing board. In some instances it has served as an option for students who are not doing well in the other public schools in the district. They enjoy and focus better in the smaller school environment.

Tracy Learning Center offers avenues for students to be successful and to learn how to deal with conflict and other issues with a win-win strategy. Many processes are in place for helping to ensure communication between home and school to better help a student succeed. The Tracy

Unified School District does work with the Tracy Learning Center in helping to place students in their schools if the programs we offer do not provide a match for student needs such as special day classes or other such special services. On the other hand, many students who have been in a SDC seem to thrive here and do not need special services. In fact, we become the least restrictive environment.

The Tracy Learning Center works to provide safe schools. Students who are violating school rules and regulations are referred to the Executive Director. If the referrals for that student develop into an on-going pattern a review team is assembled and alternatives are discussed. If the violation is serious, the Executive Director will recommend expulsion rehabilitation plan is determined based on each student's individual needs.

#### **Gaps and Strategies:**

- 1. For each of the gaps in educational services to expelled pupils that were identified in the plan submitted in 2003, discuss the implementation of the strategies outlined for filling those service gaps.**

The initial plan identifies gaps that were more appropriate for the charter's residing school district and did not relate to the Tracy Learning Center since it was just forming. One gap we have identified is not knowing quickly enough if a student has been expelled from a district school. We accept students based on space and at times students come to us from the district enrolled without revealing they have been expelled.

We have included a space on our application for this information. We then contact the district to learn more about the expulsion. We evaluate the situation and at times make an informed consent to admit the student. Other times the district has been helpful in helping us steer the students to proper placement to fulfill the expulsion requirements.

Since we have good communication with the district at this point, we are aware if a student has been expelled and do not take students expelled from other schools.

- 2. Enumerate the educational services that are currently available and outline strategies for improvement during the next three years.**

Tracy School District and the San Joaquin County Office of Education have developed viable educational services for expelled services for expelled students. Tracy Unified School District operates a community day school, Willow, for students in grades 7<sup>th</sup> through 12<sup>th</sup> and a home school program for students' grades 1<sup>st</sup> through 6<sup>th</sup>. In addition, the San Joaquin County Office of Education offers kindergarten through 6<sup>th</sup> grade schools in Stockton and a 7<sup>th</sup> through 12<sup>th</sup> grade school, One, in Tracy. Also, New Jerusalem Charter offers placement to expelled youth kindergarten through 12<sup>th</sup> grade in the Tracy area. For students who turn eighteen years of age placement is offered in the Tracy Adult School. These options provide for expelled students' educational services

The Tracy Learning Center is too small to provide our own services for expelled youth. This is the reason we are committed to helping students succeed. We work to develop learning plans, behavioral plans and tracking systems for our students to help them succeed. Prior to expulsion, if that seems to be the path the student is going, we counsel the parents and students in possible alternatives including returning to the district schools to avoid the continued problems with us. We recognize that our expectations are higher and our standards for behavior are more stringent than that of other places. Some of our students opt for a

charter alternative this is home instruction based to avoid social conflicts the students may be having.

**3. Specifically, identify alternative placements for pupils who are expelled and placed in district community day school program but who fail to meet the terms and conditions of the rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.**

Students, placed in district community day school program but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board, are given options for educational services. At eighteen years of age, expelled students are allowed to be re-admitted and attend the Tracy Adult School. Students can remain in the Tracy community day school, Willow, and therefore are given another opportunity to meet the conditions of their rehabilitation plan. Students are also referred to the San Joaquin County School, One, and the New Jerusalem Charter School to meet the terms and conditions of their rehabilitation plan.

**4. The countrywide plans require a regional perspective. Discuss the articulation and coordinator between school district and with the county office of education in providing educational placements for expelled pupils.**

The Tracy Learning Center will work with the district and with the county should the need ever arise for a placement of an expelled student. We do not anticipate the need. We believe most students can improve with a caring and supportive environment. One that uses discipline to instruct and help a student learn rather than one that simply gives out punishment.

The Tracy Learning Center sets up the following measures for helping students succeed:

- Students have clearly defined expectations which are implemented in each classroom by each teacher. Teachers teach in teams and communicate daily about the students in their teams.
- Students' educational programs are tailored to meet their educational level. While all students are challenged, they are not frustrated or asked to do work beyond their learning level. Students are able to be academically successful and therefore do not need to act out to get attention.
- Students who are not motivated or who are easily distracted are placed on a probation contract. These students meet with the executive director weekly to review progress. Learning directors in each school have a case load to watch.
- All students are enrolled in a character education course to help them learn skills and values needed to be a proactive and positive citizen in a challenging world.
- Students who are in high school and are receiving excessive referrals are placed on a behavioral contract. This is a weekly review with suggestions for improvement. Many students ask to remain on these contracts even after they improve.

- Parents are notified of problems early in the process. Teams of teachers meet to discuss not only the problem but ways to correct the issues.
- Students, by and large, want to be here and do not want to be asked to leave. They strive to be successful. For some this is the change they needed and they value the small class size, the caring staff, and the personal approach to learning.
- Tracy Learning Center is committed to helping all students succeed educationally, socially, and personally.

## **Tracy Unified School District Plan for Expelled Youth**

### **Overview**

Tracy Unified School District provides educational alternatives for expelled youth and youth at risk of expulsion. Early intervention strategies, conflict resolution programs, drug/alcohol counseling, anger management counseling, one-on-one counseling, student study teams, discipline attendance review teams, school attendance review teams, student assistance program, parent support meetings, attendance interventions, and alternative school placements are frequently used alternatives for “at risk” students.

In order to maintain safe schools, students with serious and on-going behavior and/or safety violations of Education Code 48915 and /or 48900 are referred to the District Discipline Review Board (DRB). Students with severe attendance problems are referred to the Student Attendance Review Board (SARB). For behavior infractions, the DRB recommends suspended expulsions and expulsions to the Tracy Unified School District Governing Board. The Tracy Unified School District Governing Board makes the final decision. The post –expulsion or suspended expulsion rehabilitation plan is determined based on each student’s individual needs.

### **Existing Educational Alternatives for Expelled Youth**

Tracy Unified School District offers the following options for expelled youth;:

- suspended expulsion with placement on the same school campus;
- suspended expulsion with placement on another campus within the district;
- suspended expulsion with subsequent transfer to another district;
- suspended expulsion with placement on district contract study, if parents agree;

- expulsion with referral to Tracy unified School District Community school Program (Willow);
- expulsion with referral to the San Joaquin County Office of Education Court and Community School/Day Center Program.

**Gaps and Strategies:**

**Gaps**

- Students who are expelled by Tracy Unified School District vary as to age, grade level, and expulsion offenses. The age and grade span alone, under current California Education Code, would require separate community day school sites for the number of students expelled in grades K-6 and 7-12.
- The number of students expelled and those that have not returned from expulsion are sometimes more than the allotted space for Willow Community Day School and Community #1

**Strategies**

- Tracy Unified School District continues to operate a community day school, Willow, for students in grades 7<sup>th</sup> through 12<sup>th</sup> and a home school program for students in grades 1<sup>st</sup> through 6<sup>th</sup>. In addition, the San Joaquin County Office of Education offers kindergarten through 6<sup>th</sup> grades in Stockton and a 7<sup>th</sup> through 12<sup>th</sup> grade school, One, in Tracy.
- Planned expansion of Willow Community Day School with an additional 40 seats will increase space availability. Delta Charter School offers placement to expelled youth, kindergarten through 12<sup>th</sup> grade in the Tracy area. For students who turn eighteen years old placement is offered in the Tracy Adult School. Expelled students may apply for admission to other school districts and charter schools under Education Code 48915.1.

**Venture Academy Charter  
Plan for Expelled Youth**

**Education Code 48926**

Each county superintendent of schools in counties that operate community schools pursuant to section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. As

provided in Venture Academy's Charter Petition, suspension and expulsion procedures are in compliance with the policies and procedures outlined in the California Education Code and aligned with the policies and procedures adopted by the San Joaquin County Office of Education.

### **Education Code 48916.1**

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose.

### **Overview**

Venture Academy Charter, operated by San Joaquin County Office of Education has enjoyed limited discipline issues since their opening. There is a firm belief among staff that building positive, trusting relationships with students; providing open communication among staff, students and parents; and developing high expectations for student behavior lay the foundation for a school culture that supports students making appropriate decisions. Students who demonstrate behaviors that are not conducive to a physically and emotionally safe environment are subject to a variety of interventions designed to improve behaviors. Venture Academy's two counselors are available for one-on-one or small group counseling and conflict mediation. An open door policy allows students to "drop-in" when issues arise and students or staff may schedule appointments for individual meetings. Behavior Management meetings including parent, teacher, student, counselor and administrator are commonplace and have proven very effective in keeping issues from escalating. Prior to suspension students may be placed on written behavior contracts or required to complete onsite community service.

Every effort is made to provide students with the tools to succeed academically and socially. However, if a student violates California Education 48915 and is deemed to be a clear and present danger to himself or others, he/she may be referred by the director to the Discipline Review Board (consisting of three members of the governing board appointed by the Vice-chairman). The director will prepare evidence supporting her recommendation for expulsion and present it at a hearing before the Discipline Review Board. In the event the student is recommended for expulsion a recommendation to expel with conditions for return, will be presented to the governing board for a ruling. Each student's case will be independently and carefully reviewed to determine which of the educational alternatives will best meet the needs of the student and the school environment.

### **Existing Educational Alternatives**

1. Suspended expulsion with placement in the student's existing academy or home study program.

2. Suspended expulsion with site privileges revoked. Student would be placed on a home study only program
3. Suspended expulsion with a request for placement on a school campus within the student's district of residence.
4. Suspended expulsion with a request for placement in San Joaquin County Office of Education's Court and Community School Program.
5. Expulsion with referral to San Joaquin County Office of Education's Court and Community School program.

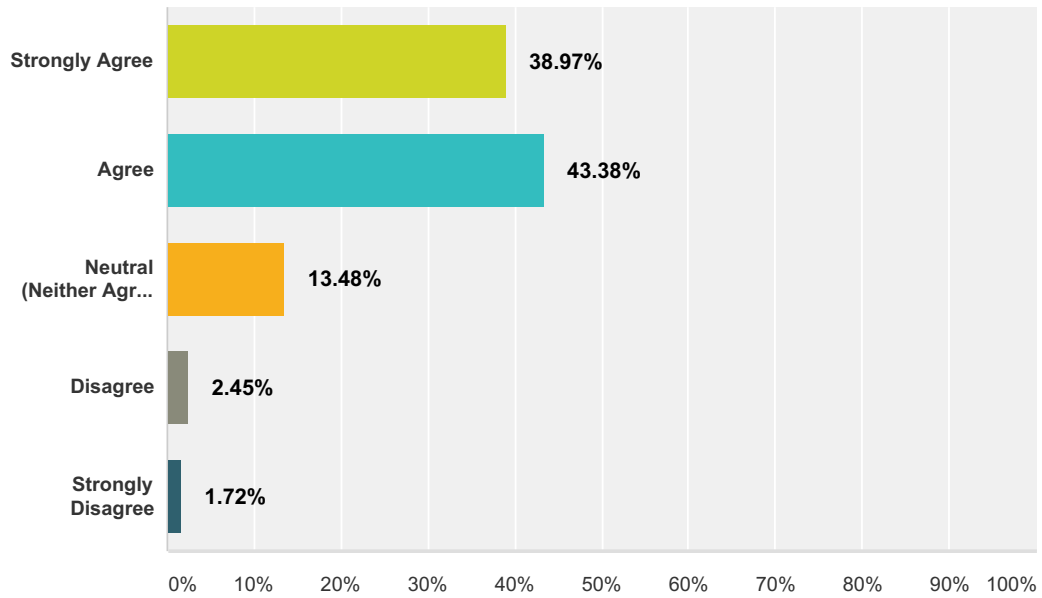
**Gaps in Educational Services in this Plan for Expelled Youth**

San Joaquin County Office of Education's Court and Community School Program provides a quality option for any charter school students who may be expelled under the mandatory action sections of E.C. 48915. It has been our philosophy that expulsion will likely be executed for these mandatory violations only. Given the flexibility and variety of program options for students within the charter programs, those with behavior issues may be moved into a part of the program that has no onsite activities for a period of time or may enter into a behavior contract that specifies behaviors and consequences.

Between the County Office of Education's Court and Community School Program and the charter schools' in-house options, expelled students will be provided educational services without gaps.

### Q6 I feel safe in the physical environment of my school.

Answered: 408 Skipped: 7



| Answer Choices                           | Responses |            |
|--|-----------|------------|
| Strongly Agree (1)                       | 38.97%    | 159        |
| Agree (2)                                | 43.38%    | 177        |
| Neutral (Neither Agree nor Disagree) (3) | 13.48%    | 55         |
| Disagree (4)                             | 2.45%     | 10         |
| Strongly Disagree (5)                    | 1.72%     | 7          |
| <b>Total</b>                             |           | <b>408</b> |

| Basic Statistics       |                        |                       |                     |                                   |
|------------------------|------------------------|-----------------------|---------------------|-----------------------------------|
| <b>Minimum</b><br>1.00 | <b>Maximum</b><br>5.00 | <b>Median</b><br>2.00 | <b>Mean</b><br>1.85 | <b>Standard Deviation</b><br>0.87 |

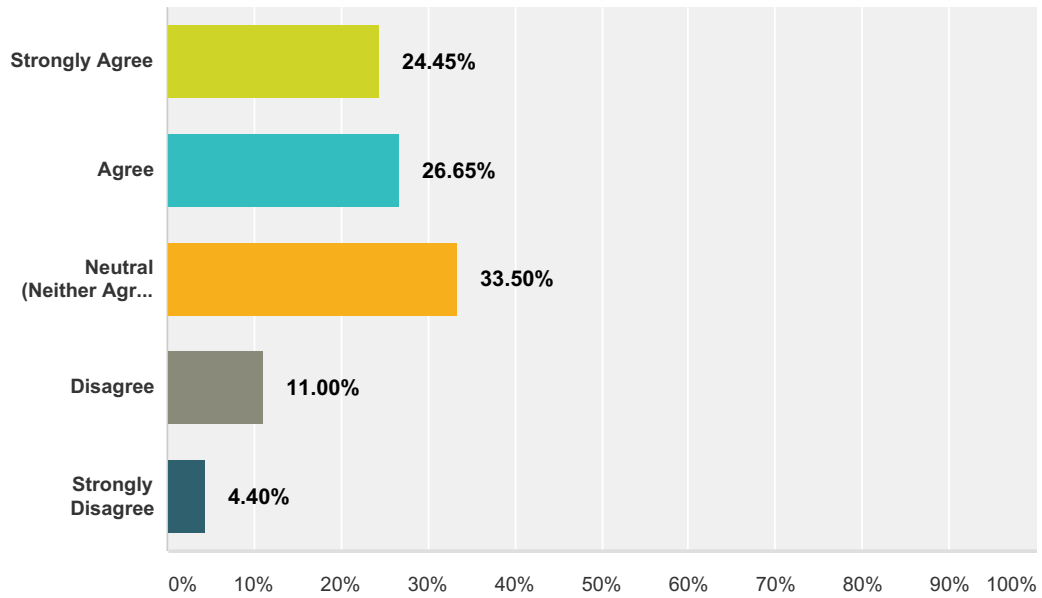
| # | Comments:   | Date               |
|---|---|--------------------|
| 1 | idk   | 1/23/2015 9:25 AM  |
| 2 | in other schools not really but ambition is great for me  | 1/23/2015 9:16 AM  |
| 3 | Doesn't always feel safe. There have been fighting between students (verbal or physical) that makes her feel uneasy, and frightened | 1/22/2015 1:19 PM  |
| 4 | someone could walk in and kill everything. theirs a lot of hot heads.   | 1/22/2015 1:06 PM  |
| 5 | super safe  | 1/22/2015 11:38 AM |
| 6 | no comment  | 1/22/2015 10:58 AM |
| 7 | duhhh i feel safe   | 1/22/2015 10:54 AM |

## one.Student Survey 2014-2015

|    |   |                    |
|----|---|--------------------|
| 8  | because is a physical   | 1/22/2015 10:30 AM |
| 9  | I CAN HANDLE MY OWN   | 1/22/2015 9:12 AM  |
| 10 | my teachers make me feel safe and i can always go to them when i have a problem .   | 1/21/2015 12:26 PM |
| 11 | N/A   | 1/21/2015 12:23 PM |
| 12 | None  | 1/21/2015 11:08 AM |
| 13 | this school is perfect for me .....   | 1/21/2015 8:43 AM  |
| 14 | i do not feel safe,because i feel like im going to get abused by a teacher or other staff member  | 1/21/2015 8:38 AM  |
| 15 | Anything could happen.  | 1/20/2015 11:06 AM |
| 16 | I do not feel safe. Not because of the teachers, they do have a very safe aura to them, and they're very calming and kind and the area is very safe for stockton. But I do not feel like I belong in this school. I feel very unsafe outside of my home and I do not like to go outside of my home. I feel like anything could happen, and that does frighten me, but I know the teachers would keep us safe if anything were to happen, just part of me is really anxious about what could happen. | 1/20/2015 10:24 AM |
| 17 | csdbbviubevbejvbe   | 1/20/2015 9:48 AM  |
| 18 | nobody is a threat  | 1/20/2015 8:58 AM  |

### Q11 My teachers do not understand what my life is like outside of school.

Answered: 409 Skipped: 6



| Answer Choices                           | Responses |            |
|--|-----------|------------|
| Strongly Agree (1)                       | 24.45%    | 100        |
| Agree (2)                                | 26.65%    | 109        |
| Neutral (Neither Agree nor Disagree) (3) | 33.50%    | 137        |
| Disagree (4)                             | 11.00%    | 45         |
| Strongly Disagree (5)                    | 4.40%     | 18         |
| <b>Total</b>                             |           | <b>409</b> |

| Basic Statistics |                |               |             |                           |
|------------------|----------------|---------------|-------------|---------------------------|
| <b>Minimum</b>   | <b>Maximum</b> | <b>Median</b> | <b>Mean</b> | <b>Standard Deviation</b> |
| 1.00             | 5.00           | 2.00          | 2.44        | 1.10                      |

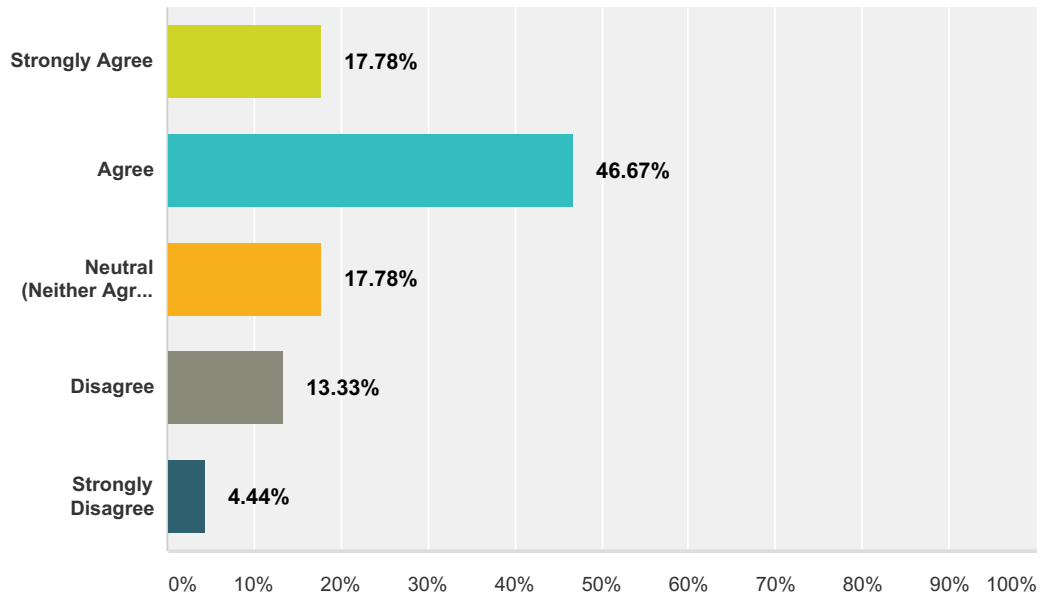
| # | Comments:   | Date               |
|---|---|--------------------|
| 1 | its normal  | 1/23/2015 2:22 PM  |
| 2 | they treat everyone as if no ones been beaten or mentally abused or have social problems. treating everyone the same. | 1/22/2015 1:06 PM  |
| 3 | they understand what its like   | 1/22/2015 12:15 PM |
| 4 | fuck a life   | 1/22/2015 10:44 AM |
| 5 | outside of school we do our own thing   | 1/22/2015 10:30 AM |
| 6 | iono  | 1/22/2015 9:13 AM  |
| 7 | and they never will   | 1/22/2015 9:12 AM  |

## one.Student Survey 2014-2015

|    |   |                    |
|----|---|--------------------|
| 8  | I'm only this happy at school   | 1/21/2015 12:25 PM |
| 9  | N/A   | 1/21/2015 12:23 PM |
| 10 | None  | 1/21/2015 11:08 AM |
| 11 | yes   | 1/21/2015 8:43 AM  |
| 12 | I strongly agree that they do not know nor understand my life outside of school, all they know is what others may tell them which can be a bad impression on me, but they've never heard from me and my point of view what my life is like out of school, they don't know all the struggles I go through, they will (may) only hear about how I deal with them from others, it's up to them to take it how they want and think about it how they want if they do hear about it. | 1/20/2015 10:24 AM |
| 13 | i dont complain   | 1/20/2015 8:58 AM  |

### Q3 The school environment is safe for teachers.

Answered: 45 Skipped: 0



| Answer Choices                           | Responses |
|--|-----------|
| Strongly Agree (1)                       | 17.78% 8  |
| Agree (2)                                | 46.67% 21 |
| Neutral (Neither Agree nor Disagree) (3) | 17.78% 8  |
| Disagree (4)                             | 13.33% 6  |
| Strongly Disagree (5)                    | 4.44% 2   |
| <b>Total</b>                             | <b>45</b> |

| Basic Statistics |         |        |      |                    |
|------------------|---------|--------|------|--------------------|
| Minimum          | Maximum | Median | Mean | Standard Deviation |
| 1.00             | 5.00    | 2.00   | 2.40 | 1.06               |

| # | Comments or suggestions:  | Date              |
|---|---|-------------------|
| 1 | School is located in the federal building equipped with security guard. School atmosphere is calm and conducive to teaching.  | 2/4/2015 10:30 AM |
| 2 | There is a strong need to acknowledge that it takes more to serve this population. Therefore there is an immediate need to limit the number of students attending a site. It is not safe or supportive of student learning, especially since the students are so far behind academically. | 1/26/2015 7:27 PM |
| 3 | Place additional support staff, security, coordinator at each Daily site or larger sites.   | 1/26/2015 3:52 PM |
| 4 | A person on the campus that could monitor the school grounds, parking lot, late arriving students would enhance the feeling of being safe while teaching.   | 1/26/2015 2:52 PM |
| 5 | depends   | 1/26/2015 2:26 PM |

## one. Teacher Survey 2014-2015

|    |   |                   |
|----|---|-------------------|
| 6  | Student to teacher ratios are too high for the population we serve. There is no way to take care of discipline issues while maintaining full watch over all the students. Additional non-teaching staff at each site's could help with supervision.   | 1/26/2015 2:10 PM |
| 7  | Teachers should have at least one other responsible adult on-site at all times.   | 1/26/2015 1:59 PM |
| 8  | There is no security and students can bring whatever whenever.  | 1/26/2015 1:55 PM |
| 9  | Seems to me it is like a ticking time bomb , just hasn't been set off yet. Hopefully never will.  | 1/26/2015 1:47 PM |
| 10 | More training in this area as it relates to procedures such as locked doors and being informed of prior safety issues w/o having to go through every narrative for each student   | 1/26/2015 1:36 PM |
| 11 | I work at F2; it would be helpful to have a camera to view the parking lot from my computer. There has been sketchy activity outside during the day and while I currently walk outside during various times throughout the day to check the area, I think this would improve decision making when it comes to safety. | 1/20/2015 9:09 AM |