

Introduction:

LEA: Siskiyou County Office of Education **Contact (Name, Title, Email, Phone Number):** Martie Hagarty, Assistant Superintendent, mhagarty@siskiyoucoe.net, 530-842-8440
LCAP Year: 2015-18

Local Control and Accountability Plan and Annual Update Template

Siskiyou County, located in the far northern part of the state, is one of the largest counties in California with one of the smallest populations. The county is described as frontier with less than 11 persons per square mile and has no census defined place within the area with a population exceeding 50,000. The county's 25 school districts are small and serve approximately 5,727 students. With over six thousand square miles in the county, many districts are remotely located in very small communities with very limited resources.

The Siskiyou County Office of Education (SCOE), established in 1857, is governed by an elected County Superintendent of Schools and a seven member Board of Education. The Office of Education has three divisions: Administration/Business Services, Educational Services, and Special Schools and Services. SCOE employs approximately 170 employees. The primary functions of the Siskiyou County Office of Education are to:

- * Assist schools in improving services to students;*
- * Support and supervise districts in complying with state law and ensure ongoing fiscal stability;*
- * Provide centralized services to districts in areas such as budget management, data processing, curriculum and instruction, media and technology resources, legal services, and professional learning;*
- * Educate specific groups of students not served by districts.*

J. Everett Barr School serves the incarcerated youth at the Charlie Byrd Youth Correctional Center, mainly sixth through twelfth grades and is under the purview of the Siskiyou County Office of Education. Our mission is to care for, teach, and inspire all J. Everett Barr students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The J. Everett Barr Court School serves all of the districts in the county as well as provides service for students from other facilities outside the county. J. Everett Barr Court School includes two classrooms within the Charlie Byrd Youth Correctional Center. The Charlie Byrd Correctional Center is maintained by Siskiyou County while the Siskiyou County Office of Education provides the furniture and school resources. The Siskiyou County Probation Department use the latest in evidence based practices to monitor, assess, and educate probationers. Working in conjunction with the Sheriff's Department they are improving the lives and success of probationers and early release participant with work experience, group and individual counseling, journaling and education. The probation staff includes: Three Juvenile Probation Officers and two probation aides - One Intensive Supervision Officer, One Intake/Supervision Officer and One Placement Officer, Senior Probation Officer to supervise caseloads, interstate compacts, reports, and function at each unit. Additionally, partnerships have been formed between the community and 25 school districts of Siskiyou County, nine Siskiyou County Resource Centers, the Siskiyou Domestic Violence Center, Siskiyou County College OPTIONS Program, Siskiyou Arts Council, volunteers, and numerous county non-profit agencies.

The student population for J. Everett Barr Court School includes:

- * 100% low-income students as they are wards of the court*

- * *Zero English Language learners at this time*
- * *Foster Youth subgroup varies in numbers but is never over three students at any one time*
- * *Special Education subgroup varies in number and can range from 2 students to 7 students at any one time*

The yearly average attendance for 2014-15 was 12.52 students. As a requirement of the program, all students must attend school as per the judges orders. And if a lock down should occur, students who have an Individualized Education Plan (IEP) and are not a security risk will be provided Special Education Services during this time.

Therefore, the following metrics do not apply to the students in court school:

- * *Attendance rate*
- * *Chronic absenteeism rate*
- * *Expulsion rate*
- * *Suspension rate*
- * *High school drop out rate as the judge will not allow students drop out of school while they are in the facility.*
- * *Middle school drop out rate is not applicable because the probation case plan requires enrollment at school following release.*
- * *We don't have graduation cohort rates due to low enrollment.*
- * *Advanced Placement rate as credit recovery is the primary focus. There are not enough students in the program that warrant hiring an advanced placement teacher and therefore Advanced Placement classes are not offered while in the facility.*
- * *Early Assessment Program data is dependent on whether the school has 11th or 12th grade students enrolled during the testing window. Currently there is no available EAP data due to transient, low enrollment.*

In addition, the English learner reclassification rate and English proficiency progress metrics do not apply to the students in court school because there is not been a significant subgroup of English learners at anytime during the school year.

Title I, D (\$35,464) are used to support class size reduction, instructional materials, transition services for students, coordination of health and social services, and to provide special programs to meet the unique academic needs of our students.

Title II funds (\$1,148) are used professional development of teachers.

The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison.

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>Monthly School Site Council (SSC) meetings are held at J. Everett Barr Court School to provide school advisory involvement in developing and reviewing the LCAP. The School Site Council is composed of a community member, two students, a representative from the Department of Probation, a classified school staff member, two teachers, and the school administrator. The classified and certificated members also represent the local bargaining units. We have a School Advisory Committee (SAC) that attends our SSC meetings. It is made up of Siskiyou County Probation, Charlie Byrd Youth Correctional</p>	<p>It is difficult to involve parents in the stakeholder meetings. Confidentiality issues aside, the transient nature of our population makes it very difficult to develop a relationship with parents. In addition, many students are transferred from outside of our county from other programs, making it difficult for their parents to travel to participate in school events and meetings. Valuable input and suggestions are provided by the people who serve as guardian's and who work very closely with our incarcerated youth. As a result of the monthly meetings, the stakeholders provided the following suggestions for providing</p>

Center Staff, other School Staff, Siskiyou County Office of Education staff and youth residing in facility.

Parents were invited to participate in School Site Council. Parent contact is limited in the correctional center. However, there is a high parent attendance rate at performances and IEP meetings. Those parents, who responded to the invitation, elected to have a correctional center or probation staff member represent them in the SSC.

The SSC and SAC are provided monthly updated information regarding student progress in credit completion, General Education Development (GED) test passing rates, California High School Exit Exam passing rates, Senior Project completion and graduation requirements met. In addition, the council reviews the counseling needs and services being provided and progress being made in elective and other course offerings.

Weekly Focus Group meetings comprised of teachers, counselors, instructional aides, juvenile correction officers, deputy probation officers, Foster Youth Liaison, Chief of Probation, Deputy Chief of Probation, Juvenile Hall Superintendent, mental health professionals, and any other community member as needed, are held to review and monitor case plans for individual incarcerated youth. Input from the meetings that related to the eight state priorities was used to inform the development of the LCAP.

Quarterly Court Appointed Special Advocate (CASA) Trainings with Siskiyou County CASA Director and Associate Director are attended by the Director of Foster Youth Services. The LCAP requirements and the eight state priorities for the development of the LCAP were reviewed and input was solicited.

On a monthly basis during cabinet and staff meetings, Siskiyou County Office of Education (SCOE) staff reviewed the LCAP requirements and the ten state priorities for the development of the SCOE LCAP. During multiple meetings throughout the year, student data was reviewed and the draft LCAP was

better services and opportunities for the students:

- * Continue to provide Visual and Performing Arts (VAPA) performances with opportunities for parents to attend.
- * Continue to provide a variety of career-aligned and motivating elective course offerings.
- * Continue Focus Group meetings that provide valuable information to monitor student progress.
- * Yoga class has shown positive results in improving student coping skills.
- * Daily direct instruction in writing and English Language Arts has shown improved achievement.

Focus Groups provide ongoing monitoring of the students to identify needs in both academic advancement and mental health in order to reduce recidivism. As a result of the meeting, the stakeholders provided the following suggestions for providing better services and opportunities for youth:

- Continue counseling services
- Continue Focus Group meetings to monitor students

The Probation Department expressed the need to continue Focus Groups as they felt it was a very good model for open communication and helped with the success of each student.

As a result of the meeting, the stakeholders provided the following suggestions for providing better services and opportunities for foster youth:
No specific input was provided that would impact the LCAP.

As a result of the meetings:
It was determined that some goals and actions needed to be refined to include all required metrics and state priorities. Annual Update and actions/services for Year 3 were developed and shared with the court school SSC, SAC and

developed.

Monthly Siskiyou County Independent Living Program meetings are held at the Siskiyou County Office of Education for current and former Foster Youth ages 15 to 21. The LCAP requirements and the ten state priorities for the development of the LCAP were reviewed and input was solicited.

Quarterly meetings are held with Blue Ribbon Commission: Honorable Judge William Davis, Representatives from Siskiyou County Health and Human Services Agency, Karuk Tribe, Court Appointed Special Advocates (CASA), Foster Family Agencies, minor’s counsel, Court Mediators Office. Input from the meetings that related to the eight state priorities was used to inform the development of the LCAP.

April 15, 2015- Reviewed Annual Update and draft LCAP for 2015-16 with the County Board of Education.

May 20, 2015-Reviewed Annual Update and draft LCAP for 2015-16 with the County Board of Education.

May 21, 2015-Reviewed Annual Update and LCAP for 2015-16 with Site Council.

June 16, 2015 -The Director of Foster Youth Services will meet with the following community members to discuss the coordination of services for foster youth in Siskiyou county: County Child Welfare agency, Behavioral Health, the local judge, Court-Appointed Special Advocates, Foster Youth, Foster Parents, and the Foster Youth agency Siskiyou Count. The LCAP requirements and the eight state priorities for the development of the LCAP were reviewed and input was solicited through a discussion of the Foster Youth Grant goals. In addition the group reviewed the significant student subgroup data which showed that no district in Siskiyou County has a subgroup of 15 or more Foster Youth. Input from the meetings that related to the eight

community partners for Foster Youth. Input for additional goals, actions, and services to be considered for the LCAP development was solicited. An action was included to address the Special Education population.

As a result of the meeting, the stakeholders provided the following suggestions for providing better services and opportunities for foster youth:

As a result of the meeting, the stakeholders provided the following suggestions for providing better services and opportunities for foster youth:

Continue the collaboration between probation and the Child Protective Services and Foster Youth Services to ensure academic success for all Foster Youth.

No feedback was provided.

The students, staff and community members of the Site Council expressed concern that the instructional aide time would be reduced because of declining funding and average daily attendance. The students decided to write letters to the Superintendent of Schools to advocate for maintaining the current level of aide support to enable them to achieve credit recovery.

As a result of the meeting and reviewing, the stakeholders provided the following suggestions for providing better services and opportunities for foster youth:

Continue to collaborate with the local agencies, parents and students.

Continue to support students to understand their rights and to advocate for themselves

Continue to provide services, as needed and available, to support student academic success and transition to post-secondary education.

Children First Foster Family Agency would like enrollment packets from schools to enable the Foster parent to enroll the student in an efficient and expedient

<p>state priorities will be used to inform the development of the LCAP.</p> <p>June 17, 2015 LCAP and LCAP Annual Update Public Hearing date June 24, 2015 Annual Update, LCAP, and budget approved by County Board of Education</p>	<p>manner.</p> <p>As a result of the Public Hearing, no additional input was provided. As a result of the board meeting, the 2015 Annual Update, LCAP and budget were approved by the County Board of Education</p>
<p>Annual Update: Monthly School Site Council (SSC) meetings are held at J. Everett Barr Court School to provide school advisory involvement in monitoring the progress of the LCAP and student data. The School Site Council is composed of a community member, two students, a representative from the Department of Probation, a classified school staff member, two teachers, and the school administrator. We have a School Advisory Committee (SAC) that attends our SSC meetings. It is made up of Siskiyou County Probation, Charlie Byrd Youth Correctional Center Staff, other School Staff, Siskiyou County Office of Education staff and youth residing in facility.</p> <p>Parents were invited to participate in School Site Council. Parent contact is limited in the correctional center. However, there is a high parent attendance rate at performances and Individualized Education Plan meetings. Those parents, who responded to the invitation, elected to have a correctional center or probation staff member represent them in the SSC.</p> <p>On November 13, 2015, the SSC and SAC were introduced to the final LCAP regulations and new LCAP template requirements. In addition, the group reviewed the progress that has been made, this year, with the LCAP and the lead teacher reported data as it pertained to the LCAP. Significant student subgroup data was shared and showed there are no English Learners currently enrolled and the Foster Youth subgroup varies in number but is never over three students at any one time. 100% of the students are considered low income as they are wards of the court.</p> <p>A progress monitoring tool was used to reflect upon what has occurred this year and what still needs to be completed.</p> <p>The SSC and SAC are provided monthly updated information regarding student</p>	<p>Annual Update: It is difficult to involve parents in the stakeholder meetings. Confidentiality issues aside, the transient nature of our population makes it very difficult to develop a relationship with parents. Many students are transferred from outside of our county from other programs, making it difficult for their parents to travel to participate in school events and meetings. Valuable input and suggestions are provided by the people who serve as guardian's and who work very closely with our incarcerated youth. Students also serve on the Site Council and are constantly asked for their input to the program. As a result of the monthly meetings, the stakeholders provided the following suggestions for providing better services and opportunities for the students:</p> <ul style="list-style-type: none"> Continue to provide Visual and Performing Arts (VAPA) performances with opportunities for parents to attend. Continue Culinary Arts program and health/nutrition program. Continue to provide a variety of career-aligned and motivating elective course offerings. Focus Group meetings provide valuable information to monitor student progress. Yoga class has shown positive results in improving student coping skills. Daily direct instruction in writing and English Language Arts has shown improved achievement. <p>Due to declining enrollment school staff time has been decreased and cuts were made mid-year. Title 1, D funding was discussed and prioritized for next year.</p> <p>Healththerapy time will be reduced one day a week due to Title I, D reduction in funding. The Juvenile Correction budget will continue to support the other 4</p>

progress in credit completion, General Education Development (GED) test passing rates, California High School Exit Exam passing rates, Senior Project completion and graduation requirements met. In addition, the council reviews the counseling needs and services being provided and progress being made in elective and other course offerings.

Weekly Focus Group meetings comprised of teachers, counselors, instructional aides, juvenile correction officers, deputy probation officers, Foster Youth Liaison, Chief of Probation, Deputy Chief of Probation, Juvenile Hall Superintendent, mental health professionals, and any other community member as needed, are held to review and monitor case plans for individual incarcerated youth. Input from the meetings that related to the eight state priorities was used to inform the development of the LCAP.

Foster Youth Coordinator attended a grant writing workshop in Los Angeles. Foster Youth Coordinator wrote a new Homeless/Foster Youth Grant for the 2015-2018 school year.

Siskiyou County Office of Education Local Control Accountability Plan (LCAP) Work Sessions were held on January 13, January 22, and February 6, 2015. Resources were shared by the Siskiyou County Office of Education State and Federal Programs Director. The County Office of Educational Services team guided in the professional learning planning, technology planning, and maintenance/operations planning. Time was given to work on the Annual

days of Healththerapy. Healththerapy focuses on the students who are not designated to a program yet. (These are the students, in the past, who weren't getting counseling.) Students who have not been ordered by the court to a program are in need of crisis counseling. It was determined that the crisis counseling is critical to student entering the hall because they are in emotional turmoil due to being incarcerated and many of the students entering are detoxing at this time. Any left over time goes to students about to be placed or getting released. The hope is that these students will be more successful on the outside if they are prepared before leaving. Probation pays for at least 4 days of this service. This supports two counselors on the site most of the time. They work with all probation students in and out of Juvenile Hall.

Siskiyou County Juvenile Hall is considered a model program throughout the state and other departments have expressed interest in using it as a high level placement. Siskiyou County continues to work with other counties to receive their program students.

Foster Youth brainstormed a list of ideas that would help support them when they attend school. The list of ideas was shared with the 25 district superintendents in the county at the LCAP Work Session #3.

Focus groups provide ongoing monitoring of the students to identify needs in both academic advancement and mental health in order to reduce recidivism. As a result of the meeting, the stakeholders provided the following suggestions for providing better services and opportunities for youth:

- Continue counseling services
- Continue Focus Group meetings to monitor students

If the grant is awarded, this will free up funds in Title I, D for other supplemental services. The grant will support Homeless Youth.

Time was spent reviewing data and rewriting goals. In addition, metrics, actions, and services were added to address areas that were not addressed in last year's plan.

Update and LCAP.

Quarterly CASA Trainings with Siskiyou County CASA Director and Associate Director are attended by the Director of Foster Youth Services. The LCAP requirements and the eight state priorities for the development of the LCAP were reviewed and input was solicited.

On a monthly basis during cabinet and staff meetings, Siskiyou County Office of Education (SCOE) staff reviewed the LCAP requirements and the eight state priorities for the development of the SCOE LCAP. During multiple meetings throughout the year, student data was reviewed and changes were reflected in the annual update and LCAP.

On January 8, 2015, the Director of State and Federal Programs and the Siskiyou County Office, Assistant Superintendent of Educational Services met to review progress made a begin revisions on the annual update.

On January 28, 2015, the Siskiyou County Office of Education Assistant Superintendent of Special Education/Court School Administrator met with the Director of State and Federal Programs and the Siskiyou County Office Assistant Superintendent of Educational Services to review and update the annual update.

On February 4, 2015, the Lead Teacher, a teacher (certified union representative), two paraprofessionals (classified union representative), the principal, the Director of State and Federal Programs, and the Siskiyou County Office Assistant Superintendent of Educational Services met to review and revise the annual update.

As a result of the meeting, the stakeholders provided the following suggestions for providing better services and opportunities for foster youth:

Continue the collaboration between probation and the Child Protective Services and Foster Youth Services to insure academic success for all Foster Youth.

As a result of the meetings:

It was determined that services for the low-income subgroup and coordinated services for Foster Youth subgroup were priority focus areas. Draft goals were refined and sometimes rewritten and shared with the court school SSC, SAC and community partners for Foster Youth. Input for additional goals and services to be considered for the LCAP development was solicited.

Due to the changes in the template, there was a lot of clean up work where information had filtered into the wrong sections or did not filter at all.

Budget revisions were made due to decrease in Title I, D and loss of Title VI, REAP funds.

The Rural Education Achievement Program, Part B of Title VI of the Elementary and Secondary Education Act (ESEA), enables small rural school districts to transfer some federal program funds into other programs creating flexibility for how funds are spent at a local level. California Department of Education (CDE) no longer defines Yreka, California as "rural". This re-designation eliminated the Small Rural School Achievement Grant (SRSA- Title VI) allocation this past September. This decision greatly impacted our LCAP actions and services. The award is approximately \$23,460 per year and is directed to providing the extra services (guitar, drums, art, horticulture, etc.) Due to the elimination of Title VI funding, the SSC and SAC discussed other ways students would be able to access the programs and services that were supported by these funds. Stakeholders were given a list of services and activities that were funded by Title VI and Title I, D and were asked to prioritize these services and activities before the next meeting. Students and staff were

On February 4, 2015, the Siskiyou County Office of Education Foster Youth Coordinator and the Siskiyou County Office of Education Assistant Superintendent of Educational Services met with Foster Youth students to receive input with Foster Youth goals in the LCAP.

asked to fill out a survey to prioritize the needs. Through careful budget planning and stakeholder feedback, the following programs were eliminated or have been restructured to seek community volunteers and donations:

Book Club
Visual and Performing Arts (guitar)
Horticulture
AV Contract
Additional counseling

It was decided that GED Testing, Accelerated Reader (Renaissance Learning), internet access, is a priority. Renaissance Learning is as a data point for reading.

Foster Youth provided a list of items that schools could do to support them and make their school experience more pleasant. The list was also shared with the 25 school districts in the county.

What youth think would make schools Foster Friendly?

1. Have a student greeter to show around school
2. Staff being trained to be more sensitive to group home/foster youth. For example not asking questions about the group home/foster home in front of the entire class.
3. Staff not making a huge issue when we miss school for appointments because we have no control over court, medical, mental health appointments.
4. Students feel singled out automatically assume I am a bad person or student because of my situation.
5. Students were concerned that their high school (Continuation School) is not WASC accredited and they will not be eligible for their CAL Grant.
6. Invite Foster Youth to be on school advisory board or site council
7. Have a designated person at each site for foster youth to connect with.

During the Foster Youth Individualized Learning Plan meetings, Foster Youth will complete a needs analysis to verbalize what they need more of and what they need less of. Student progress will be monitored quarterly by the Foster Youth Liaison.

If the Foster Youth Liaison receives the Grant for 2015-2018, the grant will allow for countywide district Foster Youth training. This grant has the

On February 19, 2015, the SSC and SAC met to review and revise the LCAP Annual Update and provide feedback for LCAP Year 3 (20170-18) actions and services.

On February 26, 2015, the Siskiyou County Office of Education Assistant Superintendent of Special Education/Court School Administrator, the Siskiyou County Office of Education Associate Superintendent of Business Services, the Budget Technician/Administrative Assistant, and the State and Federal Programs Director met to discuss budget revisions to the LCAP.

On March 5, 2015, the Lead Teacher, the Assistant Superintendent of Special Education for the Siskiyou County Office of Education, and the State and Federal Programs Director met to discuss budget revisions to the LCAP.

On March 23, 2015, the LCAP and Annual Update was reviewed by the Director State and Federal Program and the Siskiyou County Cabinet to review the plan and annual update and discussed areas of concern.

On March 24, the Director of State and Federal Programs met with the lead teacher to review student data.

On March 26, 2015, the Superintendent of Schools, Assistant Superintendent of Educational Services, the Associate Superintendent of Business, and the State and Federal Programs Director met with Jeff Breshears from the California Department of Education to review the annual update and LCAP. Clarifying questions were asked by SCOE and input was provided by CDE.

potential to greatly change the actions in the LCAP.

Students and staff prioritized the programs that are being offered. Students expressed interest in keeping Art and Music over Book Club. Volunteers and donations will be sought to continue these important programs. Staff wanted to continue to fund Heal Therapy, music, and art.

Due to declining enrollment and loss of Title I, D funds and Title VI, REAP funds, budget revisions and mid-year cuts were discussed. The decrease in funding changed some of the actions in the coming years. It was agreed that staff reductions would need to occur as there was a \$70,000 short fall. Restricted lottery money would help to offset the cuts.

Revisions were made to the expenditures and resources.

No substantial changes were made. The introduction was expanded to include all SCOE services, student population, and an explanation of why certain metrics do not pertain to the court school.

Changes were made to the expected measurable outcomes after reviewing student data.

Clarification was provided for the expectations of the plan and review of district plans.

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?

<p>GOAL 1:</p>	<p>Goal 1 - Students will be provided appropriately credentialed teachers and classroom instruction/instructional materials aligned to the state standards to facilitate increased student achievement in facilities that are maintained in good repair.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Needs:</p> <ul style="list-style-type: none"> Teachers need to incorporate instructional strategies that support the shifts in instruction required for the new standards. Teachers need to participate in ongoing professional learning. Teachers will be appropriately credentialed. All but one teacher has a Verification Process for Special Settings (VPSS) credential. Students need to be General Education Diploma study materials to be aligned to state standards. 	
<p>Goal Applies to:</p>	<p>Schools: J. Everett Barr</p> <p>Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <p>Students will have access to instructional materials aligned with the state standards as measured by quarterly Williams reports and standards aligned instructional materials list.</p> <p>All teachers will be appropriately assigned and will be fully credentialed in the subject areas, and, for the students they are teaching as per Ed Code.</p> <p>Local Metrics:</p> <p>Students will have instructors trained and versed in the new California State Standards and instructional shifts for English Language Arts and mathematics through 3 days of professional learning. Teachers will plan lessons with the new California State Standards and expose students to Depth of Knowledge levels 2-4 with increased rigor in all content areas as measured by lesson planning, teacher observations, and student assignments.</p> <p>Students will be provided standards aligned instruction with increased exposure to Depth of Knowledge levels 2 - 4 with increased rigor as measured by classroom observations.</p> <p>Students will have instructors trained and versed in the new California state Standards and instruction shifts as measured by professional learning sign-in sheets.</p> <p>Teachers will be observed and given formal feedback four times a year and informally throughout the year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt, purchase and utilize instructional materials aligned to the California English language/English Language Development standards.	All Students	<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)	Resource: Lottery/Instructional Materials 4000-4999: Books And Supplies Base \$1500
Teachers will continue to attend trainings on implementing the new state standards.	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Federal Resource Funding: Title II Professional learning registration fees 5000-5999: Services And Other Operating Expenditures Title

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	II \$100
Lead teacher will continue to participate in professional learning focused on curriculum.	All students	<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)	Federal Resource Funding: Title II Professional learning registration fees and travel 5000-5999: Services And Other Operating Expenditures Title II \$402.25
Lead teacher will attend the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) annual conference.	All students	<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)	Resource Funding: Title II Professional learning registration fees and travel expenses 5000-5999: Services And Other Operating Expenditures Title II \$1388.53
Teachers that are not highly qualified will take classes to complete the required Verification Process for Special Settings (VPSS) coursework to work in the Juvenile Hall system.	Teachers	<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)	Teacher will be expected to pay for this credential coursework. No Cost
Students will have access to a safe and well-maintained classroom.	All Students	<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	Classroom is well-equipped with furniture and instructional resources. The facility is maintained by the Juvenile Hall. No additional cost

		_ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Required Metrics:</p> <p>Students will have access to instructional materials aligned with the state standards as measured by quarterly Williams reports and standards aligned instructional materials list.</p> <p>All teachers will be appropriately assigned and will be fully credentialed in the subject areas, and, for the students they are teaching as per Ed Code.</p> <p>Local Metrics:</p> <p>Students will have instructors trained and versed in the new California State Standards and instructional shifts for English Language Arts and mathematics through 3 days of professional learning. Teachers will plan lessons with the new California State Standards and expose students to Depth of Knowledge levels 2-4 with increased rigor in all content areas as measured by lesson planning, teacher observations, and student assignments.</p> <p>Students will be provided standards aligned instruction with increased exposure to Depth of Knowledge levels 2 - 4 with increased rigor as measured by classroom observations.</p> <p>Students will have instructors trained and versed in the new California state Standards and instructional shifts as measured by professional learning sign-in sheets.</p> <p>Teachers will be observed and given formal feedback four times a year and informally throughout the year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt and purchase instructional materials aligned to the Next Generation Science Standards (NGSS).	All students	<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)	Instructional materials Resource 0410 0000: Unrestricted Base \$400

<p>Teachers will participate in professional learning opportunities to facilitate implementing the new state standards.</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Federal Resource Funding: Title II Registration Fees 5000-5999: Services And Other Operating Expenditures Title II \$100</p>
<p>Lead teacher will continue to participate in professional learning focused on curriculum.</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Federal Resource Funding: Title II Registration Fees 5000-5999: Services And Other Operating Expenditures Title II \$402.25</p>
<p>Attend The Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) annual conference.</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Resource Funding: Title II Professional learning registration fees and travel expenses Registrations Fees Travel Fees 5000-5999: Services And Other Operating Expenditures Title II \$1,388.53</p>
<p>Teachers that are not highly qualified will take classes to complete the required Verification Process for Special Settings (VPSS) coursework to work in the Juvenile Hall system.</p>	<p>Teachers</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Special Education</u> <u>Students</u></p>	<p>Teacher will be expected to pay for this credential coursework. No cost</p>
<p>County Office of Education, Education Services Mathematics Lead will customize and provide math</p>	<p>Teachers/ All</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Scope of work is included in Mathematics Lead. No cost</p>

<p>training to teachers.</p>	<p>Students</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will have access to a safe and well-maintained classroom.</p>	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom is well-equipped with furniture and instructional resources. The facility is maintained by the Juvenile Hall. No additional cost</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <p>Students will have access to instructional materials aligned with the state standards as measured by quarterly Williams reports and standards aligned instructional materials list.</p> <p>All teachers will be appropriately assigned and will be fully credentialed in the subject areas, and, for the students they are teaching as per Ed Code.</p> <p>Local Metrics:</p> <p>Students will have instructors trained and versed in the new California State Standards and instructional shifts for English Language Arts and mathematics through 3 days of professional learning. Teachers will plan lessons with the new California State Standards and expose students to Depth of Knowledge levels 2-4 with increased rigor in all content areas as measured by lesson planning, teacher observations, and student assignments.</p> <p>Students will be provided standards aligned instruction with increased exposure to Depth of Knowledge levels 2 - 4 with increased rigor as measured by classroom observations.</p> <p>Students will have instructors trained and versed in the new California state Standards and instruction shifts as measured by professional learning sign-in sheets.</p> <p>Teachers will be observed and given formal feedback four times a year and informally throughout the year.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adopt and purchase instructional materials aligned to the California Social Studies standards.	All Students	<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)	Instructional Materials 4000-4999: Books And Supplies Base \$400
Teachers will continue to attend trainings on implementing the new state standards.	All students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Federal Resource Funding: Title II Professional learning registration fees 5000-5999: Services And Other Operating Expenditures Title

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	II \$100
Lead teacher will continue to participate in professional learning focused on curriculum.	All Students	<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)	Federal Resource Funding: Title II Professional learning registration fees 5000-5999: Services And Other Operating Expenditures Title II \$402.25
Attend the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) annual conference.	All Students	<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)	Resource Funding: Title II Professional learning registration fees and travel expenses 5000-5999: Services And Other Operating Expenditures Title II \$1,388.53
Teachers that are not highly qualified will take classes to complete the required Verification Process for Special Settings (VPSS) coursework to work in the Juvenile Hall system.	Teachers	<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)	Teacher will be expected to pay for this credential coursework. No Cost
Students will have access to a safe and well-maintained classroom.	All Students	<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:	Classroom is well-equipped with furniture and instructional resources. The facility is maintained by the Juvenile Hall. No additional costs

		(Specify)	
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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>Goal 2 - Provide credit recovery and graduation opportunities to promote success in College and Career readiness for students.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: In order to be college and/or career ready students need to complete credits and other requirements in order to graduate. Students need to earn an average of 2.5 credits a week. Students need to show at least one achievement level growth on Smarter Balanced Assessments. Students need to show growth from the pretest to the post test in Math and English language arts. Students need to show growth on the Interim Assessment Blocks (IAB). Students need to be College Ready for ELA and Math as determined by the EAP</p>	
<p>Goal Applies to:</p>	<p>Schools: J. Everett Barr Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <ul style="list-style-type: none"> 100% of students will be college and career ready for ELA and Math as determined by the EAP. 100% percentage of eligible students will graduate thus removing the number one indicator of future incarceration. 100% of eligible, long-term students will earn a high school diploma, certificate of completion or a GED. 100% of all graduating seniors will develop and implement their own post-secondary education plan as a requirement before exiting the program. 100% of the students will achieve 2.5 or more credits per week as measured by local pre and post assessment data. This data will be used to monitor student progress and differentiate instruction. Course Access - Students will have access through credit recovery to the following programs: Core, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Drivers Education, and Foreign Language 98% of the students that enter Court School will complete 1 credit per every two days for credit recovery. All students will show growth by at least one achievement level on the following California Assessment for Student Performance and Progress (CAASPP) assessments: <ul style="list-style-type: none"> Smarter Balanced Assessment Interim Assessment Blocks Smarter Balanced Assessment Interim Comprehensive Assessments Summative Smarter Balanced Assessment (11th Grade Only)/College Ready Early Assessment Program (EAP) CAHSEE Science proficient rates 95% of the students that are eligible to graduate, while in the system, will graduate. <p>Local Metrics:</p> <ul style="list-style-type: none"> Post secondary placements will be tracked by Foster Youth Liaison. Post secondary transition plans will be developed with the student and the Focus Group before exiting the program. 85% of students, in the program, will receive family and group counseling. (Heal Therapy) Students whose average stay is 68.5 days will have an average of 4 months growth in mathematics and 8 months growth in English language arts as measured by local assessments. (Renaissance Math Pre and Post Assessment results, the Score Boost Pre and Post tests, part of the GED preparation materials)
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of</p>	<p>Budgeted Expenditures</p>
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		service	
Request school records in a timely manner and evaluate student transcripts to determine individual learning plans that will lead to achieving grade level and/or graduation.	All Students	<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)	Included in the work the teacher does for court school. No additional cost
Continue to maintain student records using Pupils Records Online Management Information Services (PROMIS).	All Students	<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)	Included in the work the teacher does for court school. No additional cost
Continue to provide transition services of FAFSA completion, college applications drivers education, and link to local employment services such as Workforce Connection and Workability.	All Students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in the work the teacher and Foster Youth Liaison does for court school. Grant No cost
Continue to update and improve our "Five Year Plan" senior project.	All Students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in the work the teacher, probation, and Foster Youth Liaison does for court school. No cost
Students will be provided assistance with credit recovery	Foster	<input type="checkbox"/> All	The Foster Youth Grant (total \$78,983) supports staff time of

<p>and academic counseling with the support of their social worker, the probation department, and the Foster Youth Liaison to facilitate an easy transition and appropriate placement to the next school.</p>	<p>Youth</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797</p>
<p>Continue to track student progress (drop out and graduation rate) once they leave the facility.</p>	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>School personnel track data: Included in their regular work hours No additional cost</p>
<p>Resource Specialist Program teacher and a three hour instructional aide will provide Special Education service to students with IEPs and 504 plans on a daily basis.</p>	<p>All Students</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education Students</u></p>	<p>Salary and benefits Resource 0410 2000-2999: Classified Personnel Salaries Base \$10,333</p> <hr/> <p>Salary and benefits Resource 6500 1000-1999: Certificated Personnel Salaries Base \$15,239</p>
<p>Students that are struggling will be provided tutoring on a weekly basis.</p>	<p>Foster Youth</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797</p>
	<p>All students</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

	<ul style="list-style-type: none">_ English Learners_ Foster Youth_ Redesignated fluent English proficient_ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <ul style="list-style-type: none"> 100% of students will be college and career ready. 100% percentage of eligible students will graduate thus removing the number one indicator of future incarceration. 100% of eligible, long-term students will earn a high school diploma, certificate of completion or a GED. 100% of all graduating seniors will develop and implement their own post-secondary education plan as a requirement before exiting the program. 100% of the students will achieve 2.5 or more credits per week as measured by local pre and post assessment data.. This data will be used to monitor student progress and differentiate instruction. Course Access - 100% of students will have access, through credit recovery, to the following programs: Core, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Drivers Education, and Foreign Language 98% of the students that enter Court School will complete 1 credit per every two days for credit recovery. All students will show growth by at least one achievement level on the following California Assessment for Student Performance and Progress (CAASPP) assessments: <ul style="list-style-type: none"> Smarter Balanced Assessment Interim Assessment Blocks Smarter Balanced Assessment Interim Comprehensive Assessments Summative Smarter Balanced Assessment (11th Grade Only)/College Ready Early Assessment Program (EAP) CAHSEE Science proficient rates 95% of the students that are eligible to graduate, while in the system, will graduate. <p>Local Metrics:</p> <ul style="list-style-type: none"> Post secondary transition plans will be developed with the student and the Focus Group before exiting the program. * 85% of students, in the program, will receive family and group counseling. (Heal Therapy) * Students whose average stay is 68.5 days will have an average of 4 months growth in mathematics and 8 months growth in English language arts as measured by local assessments. (Renaissance Math Pre and Post Assessment results,the Score Boost Pre and Post tests, part of the GED preparation materials)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to request school records in a timely manner and evaluate student transcripts to determine individual	All students	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: -----	Included in the work the teacher does for court school. No additional cost

<p>learning plans that will lead to catching up to classmates and/or graduation.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to maintain students records using Pupils Records Online Management Information services.(PROMIS)</p>	<p>All students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Included in the work the teacher does for court school. No additional cost</p>
<p>Continue to provide transition services of FAFSA completion, college applications, drivers education, and link to local employment services such as Workforce Connection and workability.</p>	<p>All students</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Included in the work the teacher and Foster Youth Liaison does for court school. No cost</p>
<p>Continue to update and improve our "Five Year Plan" senior project.</p>	<p>All students</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Included in the work the teacher, probation, and Foster Youth Liaison does for court school. No cost</p>
<p>Students will be provided assistance with credit recovery and academic counseling with the support of their social worker, the probation department, and the Foster Youth Liaison to facilitate an easy transition and appropriate placement to the next school.</p>	<p>Foster Youth</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799:</p>

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Transfers Of Direct Costs Grant \$15,797
Continue to track student progress (drop out and graduation rate) once they leave the facility.	All Students	<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)	School personnel track data: Included in their regular work hours No additional costs
Resource Specialist Program teacher and a three hour instructional aide will provide Special Education service to students with IEPs and 504 plans on a daily basis.	All Students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education Students</u>	Salary and benefits Resource 0410 2000-2999: Classified Personnel Salaries Supplemental \$10,333 <hr/> Salary and benefits Resource 6500 1000-1999: Certificated Personnel Salaries Base \$15,239
Students that are struggling will be provided tutoring on a weekly basis.	Foster Youth	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <ul style="list-style-type: none"> 100% of students will be college and career ready. 100% percentage of eligible students will graduate thus removing the number one indicator of future incarceration. 100% of eligible, long-term students will earn a high school diploma, certificate of completion or a GED. 100% of all graduating seniors will develop and implement their own post-secondary education plan as a requirement before exiting the program. 100% of the students will achieve 2.5 or more credits per week as measured by local pre and post assessment data.. This data will be used to monitor student progress and differentiate instruction. Course Access - 100% of students will have access, through credit recovery, to the following programs: Core, Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Drivers Education, and Foreign Language 98% of the students that enter Court School will complete 1 credit per every two days for credit recovery. All students will show growth by at least one achievement level on the following California Assessment for Student Performance and Progress (CAASPP) assessments: <ul style="list-style-type: none"> Smarter Balanced Assessment Interim Assessment Blocks Smarter Balanced Assessment Interim Comprehensive Assessments Summative Smarter Balanced Assessment (11th Grade Only)/College Ready Early Assessment Program (EAP) CAHSEE Science proficient rates 95% of the students that are eligible to graduate, while in the system, will graduate. <p>Local Metrics:</p> <ul style="list-style-type: none"> Post secondary transition plans will be developed with the student and the Focus Group before exiting the program. * 85% of students, in the program, will receive family and group counseling. (Heal Therapy) * Students whose average stay is 68.5 days will have an average of 4 months growth in mathematics and 8 months growth in English language arts as measured by local assessments. (Renaissance Math Pre and Post Assessment results,the Score Boost Pre and Post tests, part of the GED preparation materials)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to request school records in a timely manner and evaluate student transcripts to determine individual	All Students	<input checked="" type="checkbox"/> All <input type="checkbox"/> OR: -----	Included in the work the teacher does for court school. No additional cost

learning plans that will lead to catching up to classmates and/or graduation.		<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)	
Continue to maintain student records using Pupils Records Online Management Information Services (PROMIS).	All Students	<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)	Included in the work the teacher does for court school. No additional Costs
Continue to provide transition services of FAFSA completion, college applications drivers education, and link to local employment services such as Workforce Connection and Workability.	All students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in the work the teacher and Foster Youth Liaison does for court school. No additional costs
Continue to update and improve our "Five Year Plan" senior project	All students	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Included in the work the teacher, probation, and Foster Youth Liaison does for court school. No additional cost
Students will be provided assistance with credit recovery and academic counseling with the support of their social worker, the probation department, and the Foster Youth Liaison to facilitate an easy transition and appropriate placement to the next school.	Foster Youth	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799:

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Transfers Of Direct Costs Grant \$15,797
Continue to track student progress (drop out and graduation rate) once they leave the facility.	All Students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	School personnel track data: Included in their regular work hours No additional costs
Resource Specialist Program teacher and a three hour instructional aide will provide Special Education service to students with IEPs and 504 plans on a daily basis.	All Students	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Special Education Students</u>	Salary and benefits Resource 0410 2000-2999: Classified Personnel Salaries Supplemental \$10,333 Salary and benefits Resource 6500 1000-1999: Certificated Personnel Salaries Grant \$15,239
Students that are struggling will be provided tutoring on a weekly basis.	Foster Youth	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797

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

<p>GOAL 3:</p>	<p>Goal 3 - Increase student and family engagement by providing a positive and nurturing classroom environment that meets the unique needs of the students and enables them to be college and career ready.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Provide a positive learning for environment for all students Increase parent participation Seek volunteers and donations for programs such as art, music, and Healing through Horticulture, due to the elimination of Title VI, REAP funding. Reduce instructional aide time due to decrease in enrollment and a reduction in Title I, D funding. Students need varied career aligned, elective credit offerings to expose students to potential career pathways or options. Evaluate students, provide Special Education services and hold IEP meetings as needed based on needs of enrolled students.</p>	
<p>Goal Applies to:</p>	<p>Schools: J. Everett Barr Applicable Pupil Subgroups:</p>	<p>All students</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <p>All students, including students with exceptional needs, will participate in positive activities including Visual and Performing Arts, Yoga, Equine Therapy, Culinary Arts, dog training, Horticulture and Green Shirt privileges on a weekly basis.</p> <p>100% of students will participate in visual and performing arts presentations twice a year.</p> <p>85% local parent attendance at all student events and 50% parent attendance for students that have parents that reside outside of the county.</p> <p>85% program students and family participation in weekly counseling sessions.</p> <p>Local Metrics:</p> <p>Focus Group will meet weekly to discuss and develop a individual learning and transition plans for individual students.</p> <p>The Director of Foster Youth services will serve the court school 20% each week as measured by the Director of Foster Youth service activity log. Yoga will be provided once a week as indicated in the instructional schedule.</p> <p>Students will be allowed certain privileges based on the behavior intervention support system. (Green shirts, purple shirts, yellow shirts)</p> <p>Students will earn positive behavior points daily to support academic progress to complete program goals.</p> <p>Students will have improved self-esteem and social skills which will help them in the world outside of the institution. This will be measured by an entrance and exit survey.</p> <p>All program students are required to write an exit-essay on their experience during their program at J.E. Barr.</p> <p>2-3 students will participate in the School Site Council on a monthly basis as evidence by School Site Council minutes.</p> <p>Students will be challenged to be college and career ready as measured by the participation rate in career technical programs. (Culinary Arts, Safe Certificates, Completion of 5 Year Plans)</p> <p>Conduct Individualized Education Plan (IEP) meetings when applicable for enrolled students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand and improve the Culinary Arts Program. Students will earn the California Food Handlers certificate.	All Students	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Included in the work the teacher does for court school 1000-1999: Certificated Personnel Salaries Base No additional cost

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Heal Therapy Counseling Services	All Students	<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)	Federal Funding source: Title ID Once funds are no longer available, alternative funding source will be pursued. 5000-5999: Services And Other Operating Expenditures \$11,700
Provide "Healing Through Horticulture" gardening program will continue.	All Students	<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)	
Students will participate in weekly Yoga instruction.	All Students	<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)	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797
Provide mentoring of program minors through juvenile hall to guide them through their individual programs.	All Students	<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	No cost

		_ Other Subgroups: (Specify)	
Provide drug and alcohol prevention programs, anger management programs, and domestic violence prevention program. Domestic violence prevention is provided one hour a week through Siskiyou County Domestic Violence Crisis Center.	All Students	<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)	No cost
Provide family, and group counseling which remains consistent both in and out of the facility.	All program students	<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)	No cost
Based on court ordered into the program students are designated a shirt color. The differentiated shirt colors allow for certain privileges. Students will earn positive behavior points daily to support academic progress to complete program goals. (Green shirts, purple shirts, yellow shirts)	All students	<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)	No cost
Once enrolled in the program, all students will attend school on a daily basis.	All program students	<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)	No Cost

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <p>All students will participate in positive activities including Visual and Performing Arts, Yoga, Equine Therapy, Culinary Arts, dog training, Horticulture and Green Shirt privileges on a weekly basis.</p> <p>100% of students will participate in visual and performing arts presentations twice a year.</p> <p>85% local parent attendance at all student events and 50% parent attendance for students that have parents that reside outside of the county.</p> <p>85% program students and family participation in weekly counseling sessions.</p> <p>Local Metrics:</p> <p>Focus Group will meet weekly to discuss and develop a individual learning and transition plans for individual students.</p> <p>The Director of Foster Youth services will serve the court school 20% each week as measured by the Director of Foster Youth service activity log. Yoga will be provided once a week as indicated in the instructional schedule.</p> <p>Students will be allowed certain privileges based on the behavior intervention support system. (Green shirts, purple shirts, yellow shirts)</p> <p>Students will earn positive behavior points daily to support academic progress to complete program goals.</p> <p>Students will have improved self-esteem and social skills which will help them in the world outside of the institution. This will be measured by an entrance and exit survey.</p> <p>All program students are required to write an exit-essay on their experience during their program at J.E. Barr.</p> <p>2-3 students will participate in the School Site Council on a monthly basis as evidence by School Site Council minutes.</p> <p>Students will be challenged to be college and career ready as measured by the participation rate in career technical programs. (Culinary Arts, Safe Certificates, Completion of 5 Year Plans)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Culinary Arts program will continue to expand and improve. Students will earn the California Food Handlers certificate.	All students	<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	Included in the work the teacher does for court school 1000-1999: Certificated Personnel Salaries Base No additional cost

		English proficient _ Other Subgroups: (Specify)	
Heal Therapy Counseling Services	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Federal Funding source: Title ID Once funds are no longer available, alternative funding source will be pursued. 5800: Professional/Consulting Services And Operating Expenditures Title I \$11,700
"Healing through Horticulture" gardening program will continue.	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Students will participate in weekly Yoga instruction.	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797
Provide mentoring of program minors through juvenile hall guide them through their individual programs.	All Students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	No cost

		(Specify)	
Provide drug and alcohol prevention programs, anger management programs, and domestic violence prevention programs. Domestic violence prevention is provided one hour a week through Siskiyou County Domestic Violence Crisis Center.	All Students	<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)	No cost
Students will continue to participate in family and group counseling, which remains consistent both in and out of the facility.	All program students	<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)	No cost
Based on court ordered into the program students are designated a shirt color. The differentiated shirt colors allow for certain privileges. Students will earn positive behavior points daily to support academic progress to complete program goals. (Green shirts, purple shirts, yellow shirts)	All Students	<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)	No Cost
Once enrolled in the program, all students will attend school on a daily basis.	All program students	<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)	No cost

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <p>All students will participate in positive activities including Visual and Performing Arts, Yoga, Equine Therapy, Culinary Arts, dog training, Horticulture and Green Shirt privileges on a weekly basis.</p> <p>100% of students will participate in visual and performing arts presentations twice a year.</p> <p>85% local parent attendance at all student events and 50% parent attendance for students that have parents that reside outside of the county.</p> <p>85% program students and family participation in weekly counseling sessions.</p> <p>Local Metrics:</p> <p>Focus Group will meet weekly to discuss and develop a individual learning and transition plans for individual students.</p> <p>The Director of Foster Youth services will serve the court school 20% each week as measured by the Director of Foster Youth service activity log. Yoga will be provided once a week as indicated in the instructional schedule.</p> <p>Students will be allowed certain privileges based on the behavior intervention support system. (Green shirts, purple shirts, yellow shirts)</p> <p>Students will earn positive behavior points daily to support academic progress to complete program goals.</p> <p>Students will have improved self-esteem and social skills which will help them in the world outside of the institution. This will be measured by an entrance and exit survey.</p> <p>All program students are required to write an exit-essay on their experience during their program at J.E. Barr.</p> <p>2-3 students will participate in the School Site Council on a monthly basis as evidence by School Site Council minutes.</p> <p>Students will be challenged to be college and career ready as measured by the participation rate in career technical programs. (Culinary Arts, Safe Certificates, Completion of 5 Year Plans)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand and improve the Culinary Arts Program. Students will earn the California Food Handlers certificate.	All Students	<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	Included in the work the teacher does for court school. 1000-1999: Certificated Personnel Salaries Base No additional cost

		English proficient _ Other Subgroups: (Specify)	
Heal Therapy Counseling Services	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Federal Funding source: Title ID Once funds are no longer available, alternative funding source will be pursued. 5800: Professional/Consulting Services And Operating Expenditures Title I \$11,700
Provide "Healing Through Horticulture" gardening program will continue.	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Students will participate in weekly Yoga instruction.	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797
Provide mentoring of program minors through juvenile hall to guide them through their individual programs.	All students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost

<p>Provide drug and alcohol prevention programs, anger management programs, and domestic violence prevention program. Domestic violence prevention is provided one hour a week through Siskiyou County Domestic Violence Crisis Center.</p>	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Continue to provide family, and group counseling, which remains consistent, both in and out of the facility.</p>	<p>All program students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Students will have access to a safe and well-maintained classroom.</p>	<p>All Students</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Classroom is well-equipped with furniture and instructional resources. The facility is maintained by the Juvenile Hall. No additional costs</p>
<p>Once enrolled in the program, all students will attend school on a daily basis.</p>	<p>All students in program</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Based on court ordered into the program students are</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All</p>	<p>No cost</p>

<p>designated a shirt color. The differentiated shirt colors allow for certain privileges. Students will earn positive behavior points daily to support academic progress to complete program goals. (Green shirts, purple shirts, yellow shirts)</p>	<p>students</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 4:</p>	<p>Goal 4 - Coordination of services for all foster youth enabling them to advocate for their own academic needs with timely and appropriate school placement for each foster youth. (aligned with Foster Youth Services Grant)</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 <u>X</u> Local : Specify</p>
<p>Identified Need :</p>	<p>Needs:</p> <ul style="list-style-type: none"> * Ensure the delivery and coordination of educational services for foster youth. * Establish an efficient, expeditious transfer of health and education records and passport. * Provide education-related information to county welfare agency to assist in the delivery of services, educational status and progress information for foster children to be included in court reports. * Foster Youth residing in and outside of Siskiyou County will be placed in appropriate school settings in a timely manner, in accordance with AB 490, to minimize changes in school placement. * Foster youth to advocate for own needs. 	
<p>Goal Applies to:</p>	<p>Schools: J. Everett Barr Applicable Pupil Subgroups:</p>	<p>Foster Youth</p>

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>Required Metrics:</p> <p>100% of Foster Youth, ages 12-18, will know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs.</p> <p>100% of Foster Youth will be identified and linked to the Individualized Living Plan (ILP) programs with support from probation, social services, and the Foster Youth Liaison.</p> <p>100% Foster Youth will complete the FAFSA with the support of Foster Youth Liaison.</p> <p>Local Metrics:</p> <p>100% Foster Youth residing in and outside of Siskiyou County will be placed in appropriate school settings in accordance with AB 490 to minimize changes in school placement.</p> <p>Foster Youth placement data in and outside of Siskiyou County will be tracked quarterly.</p> <p>Foster Youth Liaison will monitor progress of Foster Youth quarterly.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Foster Services are coordinated county wide. Youth receive educational advocacy services, tutoring services (when funding is available), quarterly progress monitoring, transition plan and post-secondary services, from the Foster Youth Grant Coordinator.</p> <p>Foster youth attending J. Everett Barr School are provided services through the Siskiyou County Office of Education Foster Youth Services Grant.</p>	Countywide	<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>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797</p>
<p>Students eligible for graduation under AB167/219 will be identified.</p>	Countywide	<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>No cost</p>

<p>Provide link to community services.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide educational status and progress information to child welfare agency/probation.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Establish a mechanism for efficient, expeditious transfer of education records.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide advocacy and consultation to minimize changes in school placement whenever possible.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Respond to requests in order to ensure delivery and</p>	<p>Countywide</p>	<p><input type="checkbox"/> All</p>	<p>No cost</p>

coordination of educational services.	e	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Required Metrics: 100% of Foster Youth, ages 12-18, will know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs. 100% of Foster Youth will be identified and linked to the Individualized Living Plan (ILP) programs with support from probation, social services, and the Foster Youth Liaison. 100% Foster Youth will complete the FAFSA with the support of Foster Youth Liaison. Local Metrics: 100% Foster Youth residing in and outside of Siskiyou County will be placed in appropriate school settings in accordance with AB 490 to minimize changes in school placement. Foster Youth placement data in and outside of Siskiyou County will be tracked quarterly. Foster Youth Liaison will monitor progress of Foster Youth quarterly.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Foster Services are coordinated county wide. Youth receive educational advocacy services, tutoring services (when funding is available), quarterly progress monitoring, transition plan and post-secondary services, from the Foster Youth Grant Coordinator. Foster youth attending J. Everett Barr School are provided services through the Siskiyou County Office of Education Foster Youth Services Grant.	Countywide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797

<p>Students eligible for graduation under AB167/219 will be identified.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide link to community services.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide educational status and progress information to child welfare agency/probation.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Continue system in place for efficient, expeditious transfer of education records.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
<p>Provide advocacy and consultation to minimize changes</p>	<p>Countywide</p>	<p><input type="checkbox"/> All</p>	<p>No cost</p>

<p>in school placement whenever possible.</p>	<p>e</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Respond to requests in order to ensure delivery and coordination of educational services.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
		<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Required Metrics:</p> <p>100% of Foster Youth, ages 12-18, will know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs.</p> <p>100% of Foster Youth will be identified and linked to the Individualized Living Plan (ILP) programs with support from probation, social services, and the Foster Youth Liaison.</p> <p>100% Foster Youth will complete the FAFSA with the support of Foster Youth Liaison.</p> <p>Local Metrics:</p> <p>100% Foster Youth residing in and outside of Siskiyou County will be placed in appropriate school settings in accordance with AB 490 to minimize changes in school placement.</p> <p>Foster Youth placement data in and outside of Siskiyou County will be tracked quarterly.</p> <p>Foster Youth Liaison will monitor progress of Foster Youth quarterly.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Foster Services are coordinated county wide. Youth receive educational advocacy services, tutoring services (when funding is available), quarterly progress monitoring, transition plan and post-secondary services, from the Foster Youth Grant Coordinator.</p> <p>Foster youth attending J. Everett Barr School are provided services through the Siskiyou County Office of Education Foster Youth Services Grant.</p>	Countywide	<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>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797</p>
<p>Students eligible for graduation under AB167/219 will be identified.</p>	Countywide	<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:</p>	<p>No cost</p>

		(Specify)	
Provide link to community services.	Countywide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost
Provide educational status and progress information to child welfare agency/probation.	Countywide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost
Continue implementing a system in place for efficient, expeditious transfer of education records for efficient, expeditious transfer of education records.	Countywide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost
Provide advocacy and consultation to minimize changes in school placement whenever possible.	Countywide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No cost

<p>Respond to requests from J. Everett Barr Court School to ensure delivery and coordination of educational services.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No cost</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Goal 5 - Maintain Siskiyou County Expelled Youth Plan to coordinate the instruction of expelled pupils in Siskiyou County.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 <input checked="" type="checkbox"/> 10 _ Local : Specify
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Identified Need :	Need: Review, revise and approve, the Siskiyou County Plan for Expelled Youth every 3 years. Metric: Completed and approved Siskiyou County Plan for Expelled Youth.
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Goal Applies to:	Schools: All School Districts in Siskiyou County <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: Expelled Pupils
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	A Siskiyou County Expelled Youth Plan will be revised and approved every three years.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Siskiyou Countywide Plan for expelled pupils is articulated and coordinated between Siskiyou County school districts and the Siskiyou County Office of Education in providing educational placements for expelled pupils. The county office does not provide direct services for expelled pupils.	All Students	<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)	No cost
Expelled Youth Plan will be revised this year. A countywide committee will revise the plan and all district superintendents will provide input on the revised draft play before taking it to their governing boards for approval.	All Students	<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	No cost

		English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	A Siskiyou County Expelled Youth Plan will be revised and approved every three years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Siskiyou Countywide Plan for expelled pupils is articulated and coordinated between Siskiyou County school districts and the Siskiyou County Office of Education in providing educational placements for expelled pupils. The county office does not provide direct services for expelled pupils.	Expelled Pupils	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	A Siskiyou County Expelled Youth Plan will be revised and approved every three years.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Siskiyou Countywide Plan for expelled pupils is articulated and coordinated between Siskiyou County school districts and the Siskiyou County Office of Education in providing educational placements for expelled pupils. The county office does not provide direct services for expelled pupils.	All Students	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost

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:	Goal 1 - Classroom instruction and instructional materials will be aligned to the state standards to facilitate increased student achievement.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Schoolwide - J.Everett Barr Court School		
		Applicable Pupil Subgroups:	All students	
Expected Annual Measurable Outcomes:	<p>Students will be provided instructional materials and standards aligned instruction, with increased exposure to Depth of Knowledge levels 2 - 4 and increased rigor as evidence by classroom observations, lesson plans, identified teaching strategies and instructional materials list.</p> <p>Students will have instructors trained and versed in the new California state standards and instruction shifts for math as evidenced by a professional learning log.</p> <p>All teachers will be highly qualified with proper certification to work in an alternative education setting as evidenced by VPSS course completion.</p>		Actual Annual Measurable Outcomes:	<p>Teachers have received annual evaluations and the evaluations reflect evidence of standards aligned instruction with Depth of Knowledge levels 2-4.</p> <p>Math instructional materials have been purchased. Instructional math materials are aligned to the state standards. English Language Arts instruction is aligned to the new standards. (Debate, Magazines, research for debates, writing with students, compare and contrast, current events)</p> <p>One teacher has not completed the VPSS course work but will work to complete VPSS in the next two years.</p> <p>Teachers attended 3 days of Enhancing Learning in the Common Core.</p> <p>Strengthening Mathematics Instruction was cancelled due to lack of participation of high school teachers in the county.</p>
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 Adopt and purchase California standards- aligned Mathematics instructional materials.	Common Core funding plan Resource 0410		1.1 Purchased Walsh Integrated Pathway Mathematics I that were aligned to state standards. The staff are finding this program easy to use	Common Core funding plan 4000-4999: Books And Supplies Base \$1,613.99

	4000-4999: Books And Supplies Base \$1000	and believes it provides great differentiation opportunities for students.	
Scope of Service J E Barr Court School		Scope of Service J E Barr Court School	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.2 Teachers will attend professional learning focused on implementing the California state standards and instructional best practices.	Federal funding source: Title VI REAP 5700-5799: Transfers Of Direct Costs Title VI \$100	1.2 Teachers attended 3 days Enhancing Learning in the Common Core professional learning series. Staff learned about the importance of posting and teaching to learning targets as well as setting high expectations for students. More professional learning will be needed to implement the new state standards.	Federal funding source: Title II 5700-5799: Transfers Of Direct Costs Title II \$100
Scope of Service J E Barr Court School		Scope of Service J E Barr Court School	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
1.3 Lead teacher will participate in professional learning focused on Leadership and improving administrative skills.	Federal funding source: Title VI REAP 5700-5799: Transfers Of Direct Costs Title VI \$100	1.3 Lead teacher has attended PROMIS training to manage CALPADS data. This training is critical for staying abreast of the most recent changes in these programs as this is what drives the funding to operate the school. In	Federal funding source: Title VI 5000-5999: Services And Other Operating Expenditures Title VI \$187

		addition, this system populates student information into the state testing program and collects student achievement data.	
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4 Attend the Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC) annual conference.</p>	<p>See attached budget summary</p> <p>5700-5799: Transfers Of Direct Costs Title VI \$1300</p>	<p>1.4 Lead teacher attended JCCASAC regional meeting on February 27th and the annual conference on May 14th. Lead teacher brought back ideas to share and implement in the program.</p>	<p>Federal Resource: Title II and Title VI 5000-5999: Services And Other Operating Expenditures Title VI \$1,388.53</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.5 Teachers that are not highly qualified will take classes to complete the required Verification Process Special Settings (VPSS) coursework to be able to work in an alternative education setting.</p>	<p>Teacher will be expected to pay for coursework. No Cost</p>	<p>1.5 Teachers that were not highly qualified are working towards completing classes to obtain the required Verification Process Special Settings (VPSS) coursework to be able to work in an alternative education setting. Coursework will be completed within the next two years.</p>	<p>Teacher will be expected to pay for coursework. No Cost</p>

<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.6 Increase instructional aide time to provide an increased amount of individualized instructional support.</p>	<p>See attached budget summary Salary and benefits Resource 0410</p> <p>2000-2999: Classified Personnel Salaries Concentration \$22,152</p>	<p>1.6 Due to a decrease in enrollment and reduced funding, instructional aide time was reduced mid-year. This reduction directly impacts students as it leaves less time for individual instruction and follow through. This takes away from small group time, differentiated instruction, and students receiving timely feedback on assignments.</p>	<p>3 hours of time is covered by Special Education. 5700-5799: Transfers Of Direct Costs Concentration \$6,363</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs</u></p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Exceptional Needs</u></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>The following action was added: Teachers that are not highly qualified will take classes to complete the required Verification Process for Special Settings (VPSS) coursework to work in the Juvenile Hall system.</p> <p>We determined that State Priority 1 (Basic Services) was not addressed for facilities. In addition, the original goal was too specific and we needed to broaden the goal based on the identified needs and measurable outcomes. The goal will be written to include appropriately credentialed teachers and facilities in good repair.</p> <p>Siskiyou County Office of Education no longer qualifies for Title VI, REAP funding due to loss of "rural" status. As a</p>		

consequence the Siskiyou Arts Council contract was discontinued. We will also have to reduce or solicit volunteers/donations for the following programs and materials: guitar lessons, the Scholastic magazine subscription, and a portion of professional learning. As a result of much discussion, we will need to be creative and come up with another way to provide elective options for our students.

Professional learning will need to be funded by Title II and the general fund now. Examples of professional learning are: Attendance at the Juvenile Court, Community, and Alternative School Administrators of California (JCCASA) annual conference, standards implementation, best teaching practices, and other professional learning opportunities.

The Lead Teacher will begin Tier II requirements for obtaining an administrative credential has been removed because the budget could not support this expense. After prioritizing the budget, it was agreed that if the Lead Teacher wants to pursue the Tier II Administrative Credential, he would personally need to cover this expense.

The professional learning course "Strengthening Mathematics Instruction" was cancelled due to lack of participation by high school teachers in Siskiyou County.

Include an action in 2015-16 for the County Office of Education Education Services Mathematics Lead to customize and provide math training for teachers.

Instructional aide time will be reduced due to a reduction in funding and a decrease in enrollment. Three hours of the instructional aide time will be paid for by Special Education.

The professional learning opportunities have helped teachers transition to the new state standards but more professional learning opportunities will be needed for continued growth and development with the new standards and curriculum. Materials were chosen by teachers that were aligned to the state standards. Teachers have been pleased with the new adoption. We will not know the effectiveness of this curriculum adoption until it has been used over a period of time and we are able to use the pre and post assessments.

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:	Goal 2 - Student achievement will increase and credit recovery and graduation opportunities will be provided to promote success in College and Career readiness for students.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools:	Schoolwide - J.Everett Barr Court School ----- Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	<p>Students will work toward earning a high school diploma or a General Education Diploma (GED).</p> <p>Students will develop and implement their own post-secondary education plan as their Senior Project.</p> <p>Students will work with the Probation Department and Foster Youth Coordinator to provide counseling and produce a plan for when they leave the facility.</p> <p>Students will be provided tools to navigate the real world with their newly acquired skills through meeting the eligibility requirements for continued post-secondary support.</p> <p>More students will graduate thus removing the number one indicator of future incarceration.</p> <p>Increase student achievement as measured by local pre and post assessments, SBAC (when available), and credits achieved through credit recovery.</p>		Actual Annual Measurable Outcomes:	<p>Students were provided with the following opportunities to be college and career ready: Safe Food Handling Certification, Culinary Arts, Debate, Individual Learning Plans, Senior Projects.</p> <p>100% eligible student(s) earned a GED</p> <p>100% long-term seniors earned a high school diploma</p> <p>1.99 days per earned credit for a completion rate of 125% recovery</p> <p>100% of the graduating seniors completed a post-secondary education plan</p> <p>100% Foster Youth met the eligibility requirements for continued post secondary support.</p>
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
2.1 Request school records in a timely manner and evaluate student transcripts to determine individual	No cost		2.1 School records were requested in a timely manner.	No cost

<p>learning plans that will lead to catching up to classmates and/or graduation.</p>			
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.2 Maintain student records using Pupils Records Online Management Information Services (PROMIS).</p>	<p>Included in the work the teacher does for Court School. No cost</p>	<p>2.2 PROMIS was used to maintain pupils records.</p>	<p>Included in the work the teacher does for Court School. No cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.3 Provide transition services of FAFSA completion, college applications, drivers education, and link to local employment services such as Workforce Connection and Workability.</p>	<p>No Cost</p>	<p>2.3 Foster Youth Coordinator, COS Foster Youth Liason, the Workability Program and Department of Rehabilitation provided assistance for students. Transition services were provided to all students. Transition Partnership Program is available to students from Siskiyou County that are approaching 18 with an IEP or 504 Plan. This has proved to be a very effective program.</p>	<p>No Cost</p>

<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.4 Implement "Five Year Plan" Senior Plan as part of the graduation requirement for students that are eligible to graduate.</p>	<p>No cost</p>	<p>2.4 Five year plans were developed by eligible students. These plans will continue as they help guide students to make important decisions when leaving the facility.</p>	<p>No Cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.5 Students will participate in individual, family, and group counseling, to be continued both in and out of the facility.</p>	<p>Foster Youth Grant: Foster Youth Grant supports staff time of one day per week to provide direct services to Court School students. The work includes multiple LCAP actions. Total grant \$78,983, with \$15,797 committed to Court School student services. 5000-5999: Services And Other Operating Expenditures Supplemental \$15,797</p>	<p>2.5 Counseling services were provided one half day per week.</p>	<p>Foster Youth Grant Foster Youth Grant supports staff time of one day per week to provide direct services to Court School students. The work includes multiple LCAP actions. Total grant \$78,983, with \$15,797 committed to Court School student services. 5000-5999: Services And Other Operating Expenditures Supplemental \$15,797</p>

<p>Scope of Service J E Barr Court School</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 checked="" 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 J E Barr Court School</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 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 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>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><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>The term "Certification of Completion" was removed from expected measurable outcomes because students are eligible to earn a high school diploma in an alternative education setting.</p> <p>No changes will be made to this goal or actions/services as we believe these are successful practices.</p> <p>More specific metrics will be included in the expected measurable outcomes portion of the plan.</p>		

	<p>Resource services are provided to students on a daily basis.</p> <p>We moved the Foster Youth Action 2.5 to be included in goal 4.</p>
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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.

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Goal 3 - Students will be provided a positive, safe, and nurturing classroom environment that promotes student and family engagement.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Schoolwide - J.Everett Barr Court School Applicable Pupil Subgroups: All students</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Students will have improved self-esteem and social skills which will help them in the world outside of the institution as measured by a reduction in the number of students returning as repeat offenders to the court school.</p> <p>Students will participate in positive activities including Visual and Performing Arts, Yoga, Debate Club, ABC Book Club, Heal Equine Therapy, Culinary Arts, music program, dog training, community outreach, Horticulture, Siskiyou Domestic Violence program and Green Shirt privileges when applicable as measured by student records.</p> <p>School facilities are maintained and in good repair as monitored by the Siskiyou County Sheriff's Office.</p> <p>100% of program students will provide written feedback regarding their school experience before exiting.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>% recidivism rate (Jay will send us %) Student records (transcripts)</p> <p>Safe Food Certificates were earned 100% of the students participated in Visual and Performing Arts 100% of the students participated in yoga 100% of the students participated in debate club 20% of the students participated in ABC Book Club 100% of the students in the program participated in Heal Equine Therapy 100% of the students in the program participated Culinary Arts 100% of the students participated in the music program 100% of the students participate in dog training 1 student completed a community outreach program 100% of the students participated in the horticulture program 100% of students attended Siskiyou Domestic Violence program Students strived to be successful in school to earn "good days" or program points to complete program.</p> <p>100% of program students provide written feedback regarding their school experience before exiting.</p> <p>80% of the student's parents and community members attended performances to showcase student's learning of culinary arts, guitar, drumming, arts and crafts, writing, and debate.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>3.1 Students will participate in the Culinary Arts Program, earn the California Food Handlers certificate, and contribute to meal preparation within the facility and for special events. In this program, students are taught nutrition and dining etiquette.</p>	<p>Included in the work the teacher does for Court School, no additional cost. 1000-1999: Certificated Personnel Salaries Other No cost</p>	<p>3.1 Students have been provided the Culinary Arts Program. The opportunity to earn a California Food Handlers certificate was offered to all students. Students prepared meals for the program, family and guests. Students demonstrated their knowledge of nutrition and dining etiquette at the performances for family, guests and county leaders.</p>	<p>Included in the work the teacher does for Court School, no additional cost. 1000-1999: Certificated Personnel Salaries Other No cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 Students will participate in Visual and Performing Arts program including, but not limited to: drumming, modern dance, guitar and fine arts. Parents are invited to attend the performances.</p>	<p>Federal funding source: Title VI, REAP 5800: Professional/Consulting Services And Operating Expenditures Other \$4,000</p>	<p>3.2 Students participated in the Siskiyou Arts Council Visual and Performing Arts program, August through December 2014. Due to a reduction in federal funding, volunteers will be recruited to maintain the program. Parents and community members attended performances to showcase student's learning of culinary arts, guitar, drumming, arts and crafts, writing, and debate.</p>	<p>Federal funding source: Title VI, REAP Art 5800: Professional/Consulting Services And Operating Expenditures Title VI \$1,245 Arts Council Federal funding source; Title VI, REAP Guitar 5800: Professional/Consulting Services And Operating Expenditures Title VI \$4,418 Guitar Lessons</p>
<p>Scope of Service J E Barr Court School</p>		<p>Scope of Service J E Barr Court School</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3.3 Students will participate in the "Healing Through Horticulture" gardening program.</p>	<p>Federal Funding Source: Title VI, REAP Title VI \$575</p>	<p>3.3 Due to reduced funding the staff will need to rely on donated items and volunteers to maintain the gardening program.</p>	<p>Due to lack of funding, school relied on volunteers and donations. Other No Cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>3.4 Students will choose a book and participate in a weekly Book Club discussion facilitated by the SCOE Director of the Instructional Media Center (IMC).</p>	<p>Salary and Benefits 5700-5799: Transfers Of Direct Costs Base \$7,340</p>	<p>3.4 Students participated in the weekly Book Club discussion facilitated by the SCOE director of the Instructional Media Center (IMC). After much discussion and prioritizing each program, it was decided to no longer continue having SCOE IMC Director facilitate Book Club. Instead, the classroom teachers will facilitate the Book Club.</p>	<p>Salary and Benefits 5700-5799: Transfers Of Direct Costs Base \$1,950</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.5 Students will participate in weekly Yoga instruction.</p>	<p>Foster Youth Grant Included in Foster Youth Liaison assignment</p> <hr/> <p>5700-5799: Transfers Of Direct Costs Other \$3878</p>	<p>3.5 Students received weekly Yoga instruction. Students enjoy yoga and there have been a lower number behavior incidences since starting this program. Although students entering the program are apprehensive about participating in yoga when beginning, by the end of the program they explain that they are grateful for learning yoga because they have learned the importance of controlling their anger, about being present and showing appreciation towards others, but most importantly the youth say it helps manage stress and improve sleep patterns. Yoga teaches youth positive strategies to deal with anger and anxiety, builds confidence to take positive risks, and improves self-regulation.</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. Grant \$15,797</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.6 Provide mentoring of program minors through juvenile hall to guide them through their individual programs.</p>	<p>Probation Department covers the cost Included in the Probation Department Budget No cost</p>	<p>3. Juvenile Correction Officers provide mentoring for program minors through juvenile hall to guide them through their individual programs. This has helped with stressing the importance of being successful in school and has built a</p>	<p>Probation Department covers the cost Included in the Probation Department Budget No cost</p>

		strong partnership with the facility staff, school staff and the students so that students can reach their educational goals.	
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.7 Provide drug and alcohol prevention programs, and anger management programs.</p>	<p>Federal funding source: Title I Part D Title I \$11,700</p>	<p>3.7 Drug and alcohol prevention programs, anger management programs were provided weekly. Due to reduced funding in Title I, D, next year there will be less counseling available. The probation department will continue to fund Healththerapy for this purpose but the County Office will not be paying for an additional day.</p>	<p>Federal funding source: Title I Part D Title I \$11,700</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.8 Provide family and group counseling which remains consistent both in and out of the facility.</p>	<p>Federal funding source: Title I Part D Same contract as 3.7 \$11,700 (see above action)</p>	<p>3.8 Family and group counseling was provided which remains consistent both in and out of the facility. The probation department will continue this service but there will no longer be funding from</p>	<p>Federal funding source: Title I Part D Same contract as 3.7 \$11,700 (see above action)</p>

		SCOE.	
Scope of Service	J E Barr Court School	Scope of Service	J E Barr Court School
<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>	
3.9 Facility will be maintained in good repair by the Siskiyou County Sheriff's Office.	No cost	3.9 Facility are maintained in good repair by the Siskiyou County Sheriff's Office. This provides a safe, friendly, and organized environment for students to learn.	No cost
Scope of Service	J E Barr Court School	Scope of Service	J E Barr Court School
<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>	
3.10 Program students write an exit essay that measures safety and school connectedness.	No cost	3.10 Program students wrote an exit essay to measures safety and school connectedness. This provides feedback to school staff about strengths and areas of improvement in academic programs.	No cost
Scope of Service	J E Barr Court School	Scope of Service	J E Barr Court School
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.11 FOCUS group which includes probation department, Foster Youth Coordinator, Teachers, Instructional Aids, mental health counselors, and juvenile hall staff meet one hour each week to discuss treatment plans for individual students. This helps facilitate youth's educational goals and transition plans. This collaborative develops congruent communication between staff and youth residing in the facility. The Foster Youth Coordinator facilitates the weekly meetings as well as the transition plans and post secondary preparation like FAFSA, GED, CAHSEE, California Identification Cards, and links to local community colleges and community resources.</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Other \$15,797</p>	<p>3.11 FOCUS group which includes probation department, Foster Youth Coordinator, Teachers, Instructional Aids, mental health counselors, and juvenile hall staff meet one hour each week to discuss treatment plans for individual students. This helps facilitate youth's educational goals and transition plans. This collaborative develops congruent communication between staff and youth residing in the facility. The Foster Youth Coordinator facilitates the weekly meetings as well as the transition plans and post secondary preparation like FAFSA, GED, CAHSEE, California Identification Cards, and links to local community colleges and community resources.</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. Grant \$15,797</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.12 Domestic violence prevention is provided one hour a week through Siskiyou County Domestic Violence Crisis Center.</p>	<p>Community Based Services Other No Cost</p>	<p>3.12 Domestic violence prevention was provided one hour a week through Siskiyou County Domestic Violence Crisis Center. This has provided students curriculum on the effects of domestic violence, healthy dating</p>	<p>Community Based Services Other No Cost</p>

		relationships, and students are linked to community based services upon release.	
Scope of Service J E Barr Court School <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service J E Barr Court School <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
3.13 Health,nutrition, and drug/alcohol education services are provided weekly by the school nurse.	General Funds 0001-0999: Unrestricted: Locally Defined Base No additional cost-Included in nurses regular duties.	3.13 Health,nutrition, and drug/alcohol education services was provided weekly by the school nurse. This program provides information on living a healthy lifestyle. The health curriculum comes alive through showing students the connections between the garden and healthy eating. Presenters are also brought in to teach students about health and provide relevance to the specific population of youth.	General Funds Base No additional cost-Included in nurses regular duties.
Scope of Service J E Barr Court School <hr/> <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)		Scope of Service J E Barr Court School <hr/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing	We determined that the State Priority 1 (Basic Services) was not addressed in this goal. In addition, the original goal was too specific and we needed to broaden the goal based on the identified needs and measurable outcomes. Goal 1 will be written to include State Priority 1 (Basic Services).		

<p>past progress and/or changes to goals?</p>	<p>Some edits were necessary to correct and account for the actions and services previously listed in the former 2014-15 template.</p> <p>Action 3.5 was revised because Yoga instruction is not paid out of Title I, D, Yoga instruction is paid through the Foster Youth Grant and was coded incorrectly to Title I,D.</p> <p>Actions 3.10 and 3.11 were added in the Planned Actions and Services for 2014-15 of the new template to account for actions and services that were described in Section 2B of the former template.</p> <p>Action 3.12 was added because it was incorrectly included in Action 3.7. Domestic Violence Prevention services are separate from the Drug and Alcohol and Anger Management Programs and not supported by any funding source.</p> <p>3.13 Added the action: "Health,nutrition, and drug/alcohol education services are provided weekly by the school nurse." because it was left out of the previous template.</p> <p>After prioritizing, it was decided that the following action would be eliminated: 3.4 Students will choose a book and participate in a weekly Book Club discussion facilitated by the SCOE Director of the Instructional Media Center (IMC).</p> <p>Changes were made to the art and guitar expenditures as Title VI, REAP allocation was eliminated. Title VI, REAP carryover will be expended by November 2015 and then volunteers will be sought to continue music programs. The art program was discontinued in January.</p> <p>Data to reflect increased parent involvement needs to be addressed in the expected annual outcomes as well as in the actual outcomes.</p>
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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 4 from prior year LCAP:	Goal 4 - Academic success for all foster youth enabling them to advocate for their own academic needs with timely and appropriate school placement for each foster youth. (aligned with Foster Youth Services Grant - Goals 1, 2 & 3)	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 <u>X</u> Local : Specify	
Goal Applies to:	Schools: Siskiyou County Office of Education Applicable Pupil Subgroups: Foster Youth		
Expected Annual Measurable Outcomes:	Foster Youth will know their educational rights and whom they can contact if they need assistance in advocating for their unmet needs. Foster youth residing in and outside of Siskiyou County will be placed in appropriate school settings in accordance with AB 490.	Actual Annual Measurable Outcomes:	Foster Youth have been taught their educational rights and whom they can contact if they need assistance in advocating for their unmet needs. There will be on-going support from the Foster Youth Liaison. Foster youth residing in and outside of Siskiyou County continue to be placed in appropriate school settings in accordance with AB 490.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
4.1 Foster Services are coordinated county wide. Youth receive educational advocacy services, tutoring services (when funding is available), transition plan and post-secondary services, from the Foster Youth Grant Coordinator. Foster Youth attending J. Everett Barr School are provided services through the Siskiyou County Office of Education Foster Youth Services Grant.	Budgeted Expenditures Foster Youth Grant 5700-5799: Transfers Of Direct Costs No additional costs-Included in the Foster Youth Grant	4.1 Foster Services were coordinated county wide. Youth receive educational advocacy services, tutoring services (when funding is available), transition plan and post-secondary services, from the Foster Youth Grant Coordinator. Foster Youth attending J. Everett Barr School are provided services through the Siskiyou County Office of Education Foster Youth Services Grant.	Estimated Actual Annual Expenditures The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. 5700-5799: Transfers Of Direct Costs Grant \$15,797
Scope of Service	J E Barr Court School	Scope of Service	J E Barr Court School

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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 checked="" 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>4.2 Students eligible for graduation under AB167/216 will be identified.</p>	<p>No cost</p>	<p>4.2 Students eligible for graduation under AB167/216 were identified.</p>	<p>No cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>4.3 Provide link to community services.</p>	<p>No cost</p>	<p>4.3 Link was provided to community services.</p>	<p>No cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>4.4 Provide educational status and progress information to child welfare agency/probation.</p>	<p>No cost</p>	<p>4.4 Provided educational status and progress information to child welfare agency/probation. This continues to be an effective and efficient relationship to</p>	<p>No cost</p>

		support academic success for youth.	
<p>Scope of Service All Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>Scope of Service All Students</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	
4.5 Provide students with an education plan assessment.	No cost	4.5 Provided students with an education plan assessment. Students work to develop goals and a plan for transition to postsecondary education.	No cost
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>	
4.6 Establish a mechanism for efficient, expeditious transfer of education records.	No cost	4.6 Established a mechanism for efficient, expeditious transfer of education records. Foster Youth Coordinator worked with probation officers to provide timely communication when students are ready to be exited from the facility. All students leave with an updated transcript in their possession. Records are sent to the receiving school.	No cost
<p>Scope of Service J E Barr Court School</p> <hr/>		<p>Scope of Service J E Barr Court School</p> <hr/>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>-----</p> <p>OR:</p> <p><input checked="" 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>4.7 Provide advocacy and consultation to minimize changes in school placement whenever possible.</p>	<p>No cost</p>	<p>4.7 Provided advocacy and consultation to minimize changes in school placement whenever possible. School staff and Foster Youth Services Coordinator work collaboratively with student's school of origin.</p>	<p>No cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>4.8 Respond to requests from J.Everett Barr Court School to ensure delivery and coordination of educational services.</p>	<p>No cost</p>	<p>4.8 Responded to requests from J.Everett Barr Court School to ensure delivery and coordination of educational services.</p>	<p>No cost</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" 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>Provide a student planner for each foster youth student.</p>	<p>Foster Youth Grant: Foster Youth Grant supports staff time of one day per week to provide direct services to Court School students. The work includes multiple LCAP actions. Total grant \$78,983, with \$15,797 committed to Court School student services. See attached budget summary. 5700-5799: Transfers Of Direct Costs Grant Cost included in the Foster Youth Grant</p>	<p>Provided a student planner for each foster youth student. This planner helps students stay organized when they leave the facility and keeps them informed of their educational rights and contact information for advocates, if needed.</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. Grant \$15,797</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide academic counseling and tutoring.</p>	<p>Foster Youth Grant: Foster Youth Grant supports staff time of one day per week to provide direct services to Court School students. The work includes multiple LCAP actions. Total grant \$78,983, with \$15,797 committed to Court School student services. See attached budget summary. Grant Cost included in the Foster Youth Grant</p>	<p>Provided academic counseling and tutoring. Counseling and tutoring provide the necessary support for students to be successful when transferring back to their school of origin.</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. Grant \$15,797</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils</p>	

<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Students will engage in making a plan for what to do when they leave for placement or return to families.</p>	<p>Foster Youth Grant: Foster Youth Grant supports staff time of one day per week to provide direct services to Court School students. The work includes multiple LCAP actions. Total grant \$78,983, with \$15,797 committed to Court School student services. See attached budget summary. Grant Cost included in the Foster Youth Grant</p>	<p>Students engaged in making a plan for what to do when they leave for placement or return to families. Students understand how to access community based services and school-based services at their school of origin.</p>	<p>The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison. Grant \$15,797</p>
<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service J E Barr Court School</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions,</p>		<p>Changes in actions, services and expenditures were made in the LCAP Plan 2015-2018 to reflect coordination of services,</p>	

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

not direct services to Foster Youth.
The Foster Youth Grant (total \$78,983) supports staff time of one day per week (total \$15,797) to provide direct services to Court School students. Multiple LCAP actions are supported during this time by the Foster Youth Liaison.

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 5 from prior year LCAP:	Goal 5 - Maintain Siskiyou County Expelled Youth Plan	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 <input checked="" type="checkbox"/> 10 _ Local : Specify	
Goal Applies to:	Schools: Siskiyou County Office of Education Applicable Pupil Subgroups: Expelled Pupils		
Expected Annual Measurable Outcomes:	A Siskiyou County Expelled Youth Plan will be reviewed for applicability each year and revised and approved every three years as required.	Actual Annual Measurable Outcomes: A Siskiyou County Expelled Youth Plan was reviewed for applicability this year and was revised, by a countywide committee of administrators, and approved by the governing board for the next three years.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 The Siskiyou Countywide Plan for expelled pupils is articulated and coordinated between Siskiyou County school districts and the Siskiyou County Office of Education in providing educational placements for expelled pupils. The county office does not provide direct services for expelled pupils.	No Cost	5.1 The Siskiyou Countywide Plan for expelled pupils is articulated and coordinated between Siskiyou County school districts and the Siskiyou County Office of Education in providing educational placements for expelled pupils. The county office does not provide direct services for expelled pupils.	No Cost
Scope of Service	Siskiyou County Office	Scope of Service	Siskiyou County Office
<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)	

5.2 Revise and approve Siskiyou County Expelled Youth Plan this year.	No cost	Revised and approved Siskiyou County Expelled Youth Plan this year.	No cost								
<table border="1"> <tr> <td data-bbox="111 207 237 264">Scope of Service</td> <td data-bbox="247 207 552 264">Siskiyou County Office</td> </tr> <tr> <td colspan="2" data-bbox="111 305 552 573"> <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) </td> </tr> </table>	Scope of Service	Siskiyou County Office	<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)			<table border="1"> <tr> <td data-bbox="1045 207 1171 264">Scope of Service</td> <td data-bbox="1182 207 1507 264">Siskiyou County Office</td> </tr> <tr> <td colspan="2" data-bbox="1045 305 1507 573"> <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) </td> </tr> </table>	Scope of Service	Siskiyou County Office	<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)		
Scope of Service	Siskiyou County Office										
<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)											
Scope of Service	Siskiyou County Office										
<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)											
Revise and approve Siskiyou County Expelled Youth Plan every three years.	No cost										
<table border="1"> <tr> <td data-bbox="111 695 237 751">Scope of Service</td> <td data-bbox="247 695 552 751">Expelled Pupils</td> </tr> <tr> <td colspan="2" data-bbox="111 792 552 1060"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Expelled Pupils	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td colspan="2" data-bbox="1045 727 1507 1060"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)				
Scope of Service	Expelled Pupils										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Expelled Youth Plan will be updated this spring with input from a countywide committee of administrators.										

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>\$72,000</u>
<p>These funds will be used in a districtwide manner.</p> <p>1. Instructional aide time to provide an increased amount of individualized instructional support.</p> <p>Instructional aide time is the most effective use of these funds because it is a means for differentiated instruction in a diverse setting. The quality of the instruction that instructional aides deliver, under the guidance of the teacher, has a striking impact on student achievement. When instruction is differentiated to accommodate students’ learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are working below grade level academically as evidenced by Tomlinson, Carol Ann, and Marcia B. Imbeau. 2010. <i>Leading and Managing a Differentiated Classroom</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>The What Works Clearing House practice guide on Dropout Prevention recommends assigning adult advocates to students at risk of dropping out. A meaningful and sustained personal relationship with a trained adult can support students by addressing academic and social needs, communicating with the families, and advocating for the student. Purposefully matched probation officers, the Foster Youth/Homeless Liaison, and counselors create a supporting meaningful relationship with the students. These adults are committed to investing in the student’s personal and academic success. Time is established, during the school day, for students to meet with the adult advocate. Students communicate with adult advocates about the various obstacles they may encounter. Adult advocates provide guidance and support, for these students, to address the problems. Students write exit plans and set goals for when they leave the facility. Through these programs, it is our intent to reduce the recidivism rate and provide the necessary skills for students to become successful outside of the facility.</p> <p>2. Focus group meetings, with the probation department, the juvenile service officers, school officials, special education teacher, counselors, and psychologists provide a Response to Intervention (RTI) approach for each student outlining an individualized learning and transition plan for each incarcerated youth. Focus groups are an effective service because they bring staff together to collaborate on student achievement, student social emotional needs, student behavior, student engagement and student transitional services. The Response to Intervention model not only sends the message to the student that they are cared for and supported by adults but it provides multi-tiered interventions. This effective practice is backed by the California Department of Education http://www.cde.ca.gov/ci/cr/ri/ and supporting research by:</p> <p>*Averill, Orla Higgins and Claudia Rinaldi. Research Brief: Multi-tier System of Supports (MTSS) at http://www.urbancollaborative.org/files/mtss_brief_final.modified_0.pdf The Collaborative. Urban Special Education Leadership Collaborative, 2011.</p>	

*Kansas MTSS. The Integration of MTSS and RtI at http://www.kansasmtss.org/pdf/briefs/The_Integration_of_MTSS_and_RtI.pdf (PDF) The Kansas Multi-Tier System of Supports. September 2010.

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.

1.80	%
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1. Instructional aide time to provide an increased amount of individualized instructional support.

Instructional aide time provides increased and improved services because it is a means for differentiated instruction in a diverse setting. The quality of the instruction that instructional aides deliver, under the guidance of the teacher, has a striking impact on student achievement. When instruction is differentiated to accommodate students' learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are working below grade level academically.

A meaningful and sustained personal relationship with a trained adult can support students by addressing academic and social needs, communicating with the families, and advocating for the student. Purposefully matched probation officers, the Foster Youth/Homeless Liaison, and counselors create a supporting meaningful relationship with the students. These adults are committed to investing in the student's personal and academic success. Time is established, during the school day, for students to meet with the adult advocate. Students communicate with adult advocates about the various obstacles they may encounter. Adult advocates provide guidance and support, for these students, to address the problems. Students write exit plans and set goals for when they leave the facility. Through these programs, it is our intent to reduce the recidivism rate and provide the necessary skills for students to become successful outside of the facility.

2. Focus group meetings provide increased and improved services because they bring staff together to collaborate on student achievement, student social emotional needs, student behavior, student engagement and student transitional services. The Response to Intervention model not only sends the message to the student that they are cared for and supported by adults but it provides multi-tiered interventions. Focus groups, with the probation department, the juvenile service officers, school officials, special education teacher, counselors, and psychologists provide a Response to Intervention (RTI) approach for each student outlining an individualized learning and transition plan for each incarcerated youth.

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).