Introduction:

The Lake County Office of Education (LCOE) is located in Lakeport, the county seat of Lake County. LCOE serves students from throughout our county (6 rural districts and 3 charters) with a combined ADA of 9,016 and district ADA ranging from 275-2,950. Our programs have traditionally served incarcerated youth (Renaissance School) and students who have been expelled by their district (Hance).

The number of incarcerated youth has dropped in the past year and in mid October of this year, the County of Lake closed the Juvenile Hall facility (and our Renaissance School) and transferred the incarcerated youth to a neighboring county. We have also seen a decline in the number of non-incarcerated students attending our program. This has resulted in a decline in funding and resources. We have lost approximately 2/3 of our student enrollment in the last year and currently have 12 students enrolled at Hance with an average daily attendance ranging from 6-8 students. With our decrease in student count, our staffing has gone from 3 teachers and 1 administrator to 1.20 teachers serving the role of administration, special education case manager and teacher. This reduction in staff has limited the scope of work that we have been able to implement from the previous LCAP.

The LCOE also coordinates a specialized program to meet the needs of some county students with emotional disabilities. Information on the program is available locally in the Creativity Accountability plan.

Our Unduplicated Pupil Count stands at 60%. This is similar in comparison with districts in our county who report between 53% and 94% Unduplicated Pupils.

With our small population and many high need students, data elements required under Education Code section 52060 (d) do not provide adequate, reliable metrics for measuring our outcomes. Because some of the metrics do not provide reliable data, they are not included in this LCAP. Metrics that are included: Grad Rate (both middle and high school), Suspension and Expulsion rates, CELDT and Reclassification rate, Academic Performance Index (API), EAP scores and Advance Placement (AP) exam scores.

The Lake County Office of Education coordinates County-wide services for Expelled Youth in Lake County. More information on the services provided to expelled youth and the coordination of efforts for all districts in the county and can be found locally in the Lake County Expelled Youth Plan.

Education Code 42921(2)(3) states Foster Youth Services shall provide education-related information to the child welfare agency to assist that agency in delivering services to foster children, including, but not limited to, educational status and progress information required for inclusion in court reports by Section 16010 of the Welfare and Institutions Code. Under this guidance and our Foster Youth Services Grant, LCOE Foster Youth Services now has a contract with Child Welfare Services to provide sharing of records and collaborating to minimize student's change in placement, resulting in improved academic achievement.

Definitions: Throughout this LCAP we have used "LEA-wide" to define the Hance School. County-wide is used throughout the LCAP to identify services that we provide to students and LEAs outside of our programs and within Lake County.

LEA:　　　　　Lake County Office of Education

Contact:　　　　Brock Falkenberg, County Superintendent of Schools, bfalkenberg@lakecoe.org, (707)262-4102

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

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

Involvement Process	Impact on LCAP

Public Hearing June 8, 2016

LCOE Board Approval June 22, 2016

1H: During individual enrollment/intake meetings each family/guardian is surveyed about how the educational setting can best meet the needs of the individual student. Parents/guardians are given the opportunity to elicit services and set/review the goals of the school/program.

2H, 3H: Site Council Meetings on 11/13/15, 12/18/15, and 2/11/16 all reviewed the direction of the school and planned for developments to implement our goals and plan for the future of the program. Staff meetings also reviewed the same content on, 8/18/15, 9/14/15, 10/26/15, 12/7/15 and 3/7/16.

3H: Morning meetings were implemented as a means to gather information from students as a stakeholder group. Every morning a 15 minute period has been established to reflect on the progress of the students and any needs/concerns of the students. The LCAP has been shared and their input has been included.

EX: Our County-wide Expelled Youth plan was reviewed with County-wide administration and revised for the next 3 years. At the beginning of the school year the plan was discussed with Kelseyville Unified, Konocti Unified, Lakeport Unified and probation.

Our Foster Youth Services are coordinated through the Foster Youth department who supports and collaborates with all community services and school districts throughout the year. Focusing specifically on the LCAP, On March 2, 2016 we solicited feedback from community partner s through the Healthy Start Collaborative.

1H-4H - Hance Goals 1-4

EX - Expelled Youth

FY - Foster Youth

Local Goals derived from Stakeholder Meetings

*1H, 2H: Based on a summary of the comments/requests from enrolling families/guardians we are planning increasing partnerships with our Community Colleges and local employers to achieve the goal of ensuring our students are College AND Career ready **Goal 2,** increase onsite activities for students **Goal 1** and increase opportunities for students to participate in academic and personal support during and after school **Goal 1, 2, and 3***

*2H, 3H: Student and staff input resulted in continuing to place a greater focus on field trips to enhance curriculum, provide hands on learning opportunities and expose our student population to areas within and outside of Lake County.**(Goal 3)***

EX: Our County-wide Expelled Youth plan was revised and the goals included in the LCAP were revised based on the plan. This plan will be reviewed over the summer to bring all LCOE staff up to date. Appropriate changes will be made and brought to the attention of the governing board as well as to district superintendants.

During the March 2 Foster Youth Collaborative, stakeholders prioritized the following suggestions:

- *A need for more junior high activities*
- *A need to look into the lack of resources to accommodate off w eek/modified schedule of doctor's appointments, family visits a nd therapy, all factors that relate to absenteeism*
- *Suggested the program look into implementing a tiered check i n check out system to address absenteeism*
- *A need for the program to do foster parent outreach in districts to keep more students in their school of origin*
- *Refer foster youth who have experienced the loss of a caregiv er to hospice for grief groups*
- *Find creative ways to use staff to provide after hour support to students*
- *Help coordinate support services such as tutoring for the distric*

ts through recruitment efforts

Annual Update:	Annual Update:
In addition to the meetings listed above, data was specifically shared and impacted the development of the LCAP during the following events. **1H:** *The current Hance staff is small enough to assure that all staff input is heard and all staff get to voice an opinion as we informally meet weekly in the mornings.* *3/8/16 Staff held a meeting sharing student progress and next steps for accessing College And Career readiness as well as student course completion, new CCSS assessments and plans for the 20016/17 school year.* **3H**: *Stakeholders (parents, community, staff and students) met together on 12/18/15 to celebrate student attendance and academic success as well as to collaborate with stakeholders on needs and challenges to support increased student success. Representatives from social services, probation, education and students with their families attended to hear about the progress being made toward our goals for all students. Community and school culture were addressed as all attendees enjoyed the presentation by staff and celebration of their student during a meal provided by staff. A second celebration and sharing of data will take place on 5/26/16.* *EX: Our Expelled Youth plan was shared as well as the progress toward meeting the academic and social needs of our students.* *On March 2, 2016 the progress made with Foster Youth was shared and celebrated. The partnership with CWS was highlighted as having made great strides in ensuring accurate and timely records for Foster Youth.*	***Local goals derived from stakeholder input regarding our Annual progress update:*** **1H, 2H, 3H:** *We will continue to meet with families and share student progress on individual basis due to our small numbers. Student progress will be reviewed during intakes as well as during progress and transition (exit) interviews.* **1H, 2H, 3H:** *We will continue to host families, community agencies and other stakeholders on a regular basis to share student progress and collect feedback.* **3H:** *Staff will move forward to connect community agencies (probation, Workforce Lake, Lake Family Resource Center, Mendocino Court School …) with Hance.* *The following were identified as new or ongoing concerns of stakeholders and are addressed within our three main goals:* **Career Exposure and Education 2H *Academic assessments and interventions 2H, 3H *Personal support services 1H, 3H * Safe and welcoming campus 1H, 3H *Transportation 1H* *EX: Our Expelled Youth Stakeholders wanted the goals and supports to continue and therefore remain in the Expelled Youth plan and the LCAP Expelled Youth goal. With the staff and administration turn over both at the county and district level, the Expelled Youth Plan will be re-evaluated this summer.* *While sharing placement data and Foster Youth success with school sites and the Foster Youth Collaborative, stakeholders appreciated and supported continuing the following successes:* • *Independent liaisons at each district will enhance student support, the direct relationship with the student will increase the likelihood of successful interventions* • *Minimizing school placement has a huge impact on academic success* • *The expanded focus on youth in out of home placements will benefit more children experiencing the kind of life events that foster youth experience*

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable

unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

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

GOAL:	Provide continued, expanded, 21st Century learning opportunities for students.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _ 9 _ 10 Local: 2H as described in section 1

Identified Need:	Students served at Hance Community School arrive throughout the traditional school calendar year with varied academic and social histories requiring us to meet varied academic needs and offer expanded personlized learning opportunities to ensure success in and out of the school environment.

Goal Applies to:	Schools:	LEA-Wide
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	• Create a Career Exploration and Job Shadow program for students that exposes students to at least one career opportunity annually • Increased individual student performance on SBAC assessments by 5% annually • Credit Recovery as measured by ILP completion rates • Investigate and plan to create a pathway offered to students for CCR (College and Career Readiness) • Williams- Maintain access to and implementation of CCSS aligned curriculum and materials for all students • CELDT and Reclassification (CELDT is given when EL students enroll- rates measured locally) • Unit/course Completion toward graduation- measured locally by ILP completion rates • Pre-post assessment scores in ELA and Math- individual student scores increase by 5% points (ex: 65%-70% etc.) annually • Percentage of students concurrently enrolled- Baseline established 2014 of 2/27 students (7%)- increase to 15% of students next year • (N/A: EAP, API, A-G requirements and AP)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Utilize e-learning CCSS curriculum (i.e. *OdysseyWare,*) (P2, 4) • Investigate new e-learning curriculum • Copier cost	LEA - Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	OddysseyWare budgeted Copier Cost 0124-5800 $5000
• Develop and/or increase job shadow and job placement opportunities. (P4, 2H) • Develop and implement variable completion opportunities i.e. A-G, alternative completion (GED, CHSPE) (P 4, P7, P8, 2H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary

LCAP Year 2

Expected Annual Measurable Outcomes:	• Increase in the number of students participating in Job Shadow opportunities by 1 student • Increase student performance on SBAC assessments • Credit Recovery as measured locally • GED/HiSET and CHSPE Completion rate increase • Maintain one pathway offered to students for CCR readiness • Williams- Maintain access to and implementation of CCSS aligned curriculum and materials for all students • CELDT and Reclassification (CELDT is given when EL students enroll- rates measured locally) • Unit/course Completion toward graduation- measured locally • Pre-post assessment scores in ELA and Math- individual student scores increase by 5% annually until performing at grade level as per SBAC alignment • Increase number of students concurrently enrolled - increase to 6 students • Increase the number of students completing some A-G requirements by 10% over baseline • (N/A: EAP, API and AP)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Utilize e-learning curriculum (i.e. *OdysseyWare, Accelerate Education*)	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	OddysseyWare budgeted in Goal 1
• Increase participation in career exploration and local job shadowing experience to increase College and Career Readiness • Develop new and/or increase job shadow and job placement opportunities. • Continue to expand and implement variable completion opportunities i.e. A-G, alternative completion (GED, CHSPE) (P 4, P7, P8, 2H)	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary

LCAP Year 3

Expected Annual Measurable Outcomes:	• Increase in the number of students participating in Job Shadow opportunities • Increase student performance on SBAC assessments • Credit Recovery as measured locally • GED / HiSET and CHSPE Completion rate increase • Increase in the number of pathways offered to students for CCR readiness • Williams- Maintain access to and implementation of CCSS aligned curriculum and materials for all students • CELDT and Reclassification (CELDT is given when EL students enroll- rates measured locally) • Unit/course Completion toward graduation- measured locally • Pre-post assessment scores in ELA and Math- individual student scores increase by 5% annually until performing at grade level as per SBAC alignment • Number of students concurrently enrolled- increase to 8 students • Increase the number of students completing some A-G requirements by 10% over 2016-17 • (N/A: EAP, API and AP)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Increase the number of students Utilizing e-learning curriculum (i.e. *OdysseyWare, Accelerate Education*)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	OddysseyWare budgeted in Goal 1
• Increase participation in career exploration and local job shadowing experience to increase College and Career Readiness • Develop and/or increase job shadow and job placement opportunities. • Implement and modify (as needed) variable completion opportunities i.e. A-G, alternative completion (GED, CHSPE) (P 4, P7, P8, 2H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	OddysseyWare budgeted in Goal 1 Cost covered in staff salary Cost covered by partnership with probation

GOAL: Address the needs of Foster Youth to remedy challenges and prevent additional challenges when possible to ensure academic success.	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _ 9 X 10 Local: Coordinate Services for Foster Youth in Lake County

Identified Need:	Students who are in the Foster Youth (FY) system have academic gaps and struggle to achieve and graduate HS

Goal Applies to:	Schools: County-wide
	Grades: All
Applicable Pupil Subgroups:	Foster Youth

LCAP Year 1

Expected Annual Measurable Outcomes:	• Minimize the number of school placement changes- Reduce school placement changes by 3%. FYS (Foster Youth Services) has been tracking the number of school changes of all foster youth. We keep Social Workers informed about how school changes effect academic outcomes with foster youth • Increase individual school attendance by 3% FYS monitors attendance by receiving attendance data twice yearly for foster youth. We have implemented a mentoring program to keep students engaged in their academics • Increased attendance in tutoring and summer programs from 5 participants to 7 participants. This year with the passage of AB854 we are encouraging schools to take a more active role in providing supplemental educational services. With the summer leadership program we have extended our program to all high school aged youth, including new freshman students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Provide professional development and support around the needs and laws related to Foster Youth for district and school site Foster Youth liaisons (P 10) • Coordinate Healthy Start support for foster youth (P 10) • Investigate providing professional development on Educational Issues for Child Welfare Social Workers (P 10)	County-wide Grades: All	_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CWS Foster Youth Local funding Resource code 9366 2900 (Other Classified Salaries) - $24,215 3000 (Employee benefits) - $10,525 4300 (Supplies and Materials) - $3,500 5200 - (Travel to school sites) $3,518 7310 - (Indirect Cost transfer) $63,476

• Provide student support for academic success:
  ◦ Partner with Child Welfare Services
  ◦ Coordinate completion and accuracy of FY student files
  ◦ Provide education reviews
  ◦ Create education teams to monitor success
  ◦ Offer a summer enrichment program
  ◦ Support for transition and mentoring for High School students
  ◦ Complete a Transition plan for Foster Youth leaving Juvenile detention
	County-wide
	
	Grades: All
		_ All
		--- 	
		X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
		_ Other
			7366- Foster Youth Fiscal Resource Code
			
			2300 - $10,871
			
			2400 - $10,457
			
			2900 - $53,970
			
			3000 - $27,369
			
			Office Materials/supplies
			
			4300 (Supplies and Materials) - $4,856
			
			4400- $9,190
			
			5600 - $1,750
			
			5900 - $100
			
			Travel to school sites
			
			5200 - $4,140
			
			5250 - $7,612
			
			5800 - $8,100
			
			7310 - $11,585

LCAP Year 2			

Expected Annual Measurable Outcomes:	• Minimize the number of school placement changes –Reduce school placement changes by 3%. FYS (Foster Youth Services) has been tracking the number of school changes of all foster youth. We keep Social Workers informed about how school changes effect academic outcomes with foster youth • Increase individual school attendance by 3% FYS monitors attendance by receiving attendance data twice yearly for foster youth. We have implemented a mentoring program to keep students engaged in their academics • Increased attendance in tutoring and summer programs from 5 participants to 7 participants. This year with the pass age of AB854 we are encouraging schools to take a more active role in providing supplemental educational services. With the summer leadership program we have extended our program to all high school aged youth, including new freshman students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide professional development and support around the needs and laws related to Foster Youth for district and school site Foster Youth liaisons (P 10) • Coordinate Healthy Start support for foster youth (P 10) • Investigate providing professional development on Educational Issues for Child Welfare Social Workers (P 10)	County-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CWS Foster Youth Local funding Resource code 9366 2900 (Other Classified Salaries) - $24,215 3000 (Employee benefits) - $10,525 4300 (Supplies and Materials) - $3,500 5200 - (Travel to school sites) $3,518 7310 - (Indirect Cost transfer) $63,476

• Provide student support for academic success:
  ◦ Partner with Child Welfare Services
  ◦ Coordinate completion and accuracy of FY student files
  ◦ Provide education reviews
  ◦ Create education teams to monitor success
  ◦ Offer a summer enrichment program
  ◦ Support for transition and mentoring for High School students
  ◦ Complete a Transition plan for Foster Youth leaving Juvenile detention
	County-wide
	
	Grades: All
		_ All
		-- 	
		X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
		_ Other
			7366- Foster Youth Fiscal Resource Code
			
			2300 - $10,871
			
			2400 - $10,457
			
			2900 - $53,970
			
			3000 - $27,369
			
			Office Materials/supplies
			
			4300 (Supplies and Materials) - $4,856
			
			4400- $9,190
			
			5600 - $1,750
			
			5900 - $100
			
			Travel to school sites
			
			5200 - $4,140
			
			5250 - $7,612
			
			5800 - $8,100
			
			7310 - $11,585

LCAP Year 3			

Expected Annual Measurable Outcomes:	• Minimize the number of school placement changes –Reduce school placement changes by 3%. FYS (Foster Youth Services) has been tracking the number of school changes of all foster youth. We keep Social Workers informed about how school changes effect academic outcomes with foster youth • Increase individual school attendance by 3% FYS monitors attendance by receiving attendance data twice yearly for foster youth. We have implemented a mentoring program to keep students engaged in their academics • Increased attendance in tutoring and summer programs from 5 participants to 7 participants. This year with the pass age of AB854 we are encouraging schools to take a more active role in providing supplemental educational services. With the summer leadership program we have extendedour program to all high school aged youth, including new freshman students

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
• Provide professional development and support around the needs and laws related to Foster Youth for district and school site Foster Youth liaisons (P 10) • Coordinate Healthy Start support for foster youth (P 10) • Continue to professional development on Educational Issues for Child Welfare Social Workers (P 10)	County-wide Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	CWS Foster Youth Local funding Resource code 9366 2900 (Other Classified Salaries) - $24,215 3000 (Employee benefits) - $10,525 4300 (Supplies and Materials) - $3,500 5200 - (Travel to school sites) $3,518 7310 - (Indirect Cost transfer) $63,476

• Provide student support for academic success:
  ◦ Partner with Child Welfare Services
  ◦ Coordinate completion and accuracy of FY student files
  ◦ Provide education reviews
  ◦ Create education teams to monitor success
  ◦ Offer a summer enrichment program
  ◦ Support for transition and mentoring for High School students
  ◦ Complete a Transition plan for Foster Youth leaving Juvenile detention
	County-wide
	
	Grades: All
		_ All
		-- 	
		X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
		_ Other
			7366- Foster Youth Fiscal Resource Code
			
			2300 - $10,871
			
			2400 - $10,457
			
			2900 - $53,970
			
			3000 - $27,369
			
			Office Materials/supplies
			
			4300 (Supplies and Materials) - $4,856
			
			4400- $9,190
			
			5600 - $1,750
			
			5900 - $100
			
			Travel to school sites
			
			5200 - $4,140
			
			5250 - $7,612
			
			5800 - $8,100
			
			7310 - $11,585

GOAL:	Provide a learning environment conducive to student and community academic and social needs.	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 COE only: _ 9 _ 10 Local: 1H, 2H (as described in section 1)
Identified Need:	Students come to our programs credit deficient and with poor attendance habits. Our students are in need of personalized individualized learning plans. Our local needs analysis has determined that through online learning and teacher facilitation students will succeed in the school and serve viable roles in the community.	
Goal Applies to:	**Schools:** ALL- LEA-Wide Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	• Williams- Maintain a rating of "good" on the FIT • HQT- Maintain 100% HQT qualified staff • Drop-out Rates measured at the local level due to small enrollment numbers. Maintain >5% or equal to our current 0% rate • Attendance Rate- maintain attendance of 82% • High School Graduation Rates- Maintain a count of diplomas awarded • LCAP data will align to SARC (available at the local level) • Increase completion rates on Personalized Individual Learning Plans (ILP) by 3% to 96% and measured individually based on completion of ILP, (reviewed and measured at end of quarters and exit interview) • Chronic Absenteeism rate- Decrease chronic absenteeism rate by 5% to 53% • Middle School Drop-out rate is not measured due to lack of Middle School students served • Increase physical education options for students on campus • Provide team building opportunities for students and staff and community

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Continue to develop Hance Personalized Learning Center (i.e. tutoring center, extended class labs –science, CS, robotics, etc) (P1, P5, P9, 2H) • Maintain a safe and welcoming school campus by providing team building opportunities (ie Ropes course, school attire, guest speakers, team sports)	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or	Staff Salary Lead Teacher 0124-1300

• Continue to plan and install a Fit Trail on campus		Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$8172 Teacher 0124-1100 $83,658 Subs 0124-1190 $4090 Clerical 0124-2400 $10,988 Extra Clerical 0124-2490 $876 Teacher CTE 6387-1100 $13,619 CTE Outreach Specialist 6387-1900 $8342 Para 3010-2100 $23,480

			0100-2100
			$12,023
			6387-2100
			$5,446
			Parent Meeting
			0100-4300
			$1,000
			Fit Trail
			0100-6170
			$20,000
			Aeries
			0124-5800
			$1760
			Contracted
			1100-5800
			$7,000
• Develop a line of communication with West Hills staff (send quarterly emails to West Hills staff regarding student progress)to provide for a smooth transition from Mendocino County Juvenile Hall to Hance.(P1, 1H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary

• Continue to utilize Learning Management Systems to implement the CCSS (P 1) • Maintain Subscriptions to Odysseyware and Aeries to support student data and academics • Investigate/create intervention programs (P2, P4, P8, 2H) • Implement new CCSS aligned pre and post assessments (P2, P4, P8, 2H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Curriculum Resources Odysseyware 0100-5800 $500 6300-4300 $2,500 Aeries previously budgeted

• Continue to develop and implement an online/blended learning environment in addition to the classroom based learning environment to address the needs of the students according to their ILP.- (P 5, P6, P9, 2H)
• Provide bus passes to students enrolled to access their educational program
• Implement 1-1 devices with a variety of operating systems and programs for daily instruction, assessment, and access to content (P1, P4, H2)
• Expand electronic book library
• Provide concurrent enrollment offerings for all students to attend courses at the local community college in addition to local offerings at Hance School to ensure academic success. (P4, P8, 1H, 2H)
• Offer Professional development to staff to maintain high quality instruction and HQT compliance (P1) for example…
  ◦ VPSS
  ◦ CCSS/Technology
  ◦ STEM/NGSS
	LEA-Wide
	
	Grades: All
		X All
		-- 	
		_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
		_ Other
			Cost covered in staff salary
			
			Bus Passes
			
			0100-4300
			
			$5000
			
			CTE
			
			6387-2400
			
			$1402
			
			Currently 1-1 no cost for 2016-2017 school year library
			
			Library/Tech Support
			
			0124/4300
			
			$1500

			No cost for concurrent enrollment
			Prof. Development
			6387-5200
			$810
			0124-5200
			$2500
			Books
			0124-4200
			$500
			Extra Duty local PD
			1100-5200
			$2500

LCAP Year 2

| **Expected Annual Measurable Outcomes:** | Williams- Maintain a rating of "good" on the FIT HQT- Maintain 100% HQT qualified staff Drop-out Rates measured at the local level due to small enrollment numbers. Maintain >5% or equal to our current 0% rate Attendance Rate- increase attendance by 3% to 85% from projected 82% High School Graduation Rates- Maintain a count of diplomas awarded LCAP data will align to SARC (available at the local level) Increase completion rates on Individual Personalized Learning Plans (ILP) by 2% to 98% from projected 96% Chronic Absenteeism rate- Decrease chronic absenteeism rate by 5% to 48%, from projected 53% Middle School Drop-out rate is not measured due to lack of Middle School students served Evaluate the increase in physical education options for students on campus Continue to provide team building opportunities for students and staff and community |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Continue to increase offerings at Hance Personalized Learning Center (i.e. tutoring center, extended class labs –science, CS, robotics, etc)	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary
• Continue implementation of Learning Management Systems • Maintain Subscriptions to Odysseyware, Aeries and other on-line support systems to support student data and academics • Begin using and evaluating CCSS aligned intervention programs to meet the needs of students as identified in their ILP	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Curriculum Resources/Odysseyware 3010-5800 $3500 1100-5800 $1500 Aeries 0000-5800 $1760 No Cost to investigate Intervention programs for CCSS

• Continue to implement an online/blended learning environment in addition to the classroom based learning environment to address the needs of the students according to their ILP • Provide bus passes to students enrolled to access their educational program • Maintain 1-1 devices for daily instruction, assessment, and access to content (P1, P4, H2) • Plan for upgrade/replacement of devices and increase of programs used • Maintain a safe and welcoming school campus by continuing to providing team building opportunities (ie Ropes course, school attire, guest speakers, team sports) • Maintain and use a Fit Trail on campus • Provide concurrent enrollment offerings for all students to attend courses at the local community college in addition to local offerings at Hance School to ensure academic success. (P4, P8, 1H, 2H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary Bus Passes 0000-5800 $5000 Techology - Replace on emergency basis 3010-4300 $2000 Cost covered in staff salary

LCAP Year 3

Expected Annual Measurable Outcomes:	• Williams- Maintain a rating of "good" on the FIT • HQT- Maintain 100% HQT qualified staff • Drop-out Rates measured at the local level due to small enrollment numbers. Maintain >5% or equal to our current 0% rate • Attendance Rate- increase attendance by 3% to 88% from projected 85% • High School Graduation Rates- Maintain a count of diplomas awarded • LCAP data will align to SARC (available at the local level) • Maintain completion rates of 98% on Individual Personalized Learning Plans (ILP) • Chronic Absenteeism rate- Decrease chronic absenteeism rate by 5% to 43%, from projected 48% • Middle School Drop-out rate is not measured due to lack of Middle School students served • Evaluate the increase in physical education options for students on campus • Continue to provide and evaluate team building opportunities for students and staff and community

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

		X All	Cost covered in staff salary
• Expand Hance Personalized Learning Center (i.e. tutoring center, extended class labs –science, CS, robotics, etc)	LEA-Wide Grades: All	-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
• Continue implementation of Learning Management Systems that align to CCSS • Maintain Subscriptions to Odysseyware, on line programs and Aeries to support student data and academics • Assess intervention programs and CCSS aligned pre and post assessments used for their usefulness	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Curriculum Resources/Odysseyware 3010-5800 $7500 3025-5800 $7500 Aeries 0000-5800 $1760 No Cost to investigate Intervention programs for CCSS

• Revise as neeeded and implement an online/blended learning environment in addition to classroom based instruction. • Review the need to provide bus passes to students enrolled to access their educational program • Evaluate Hance as a safe and welcoming school • Maintain campus Fit Trail • Maintain 1-1 devices for daily instruction, assessment, and access to content (P1, P4, H2) • Plan for upgrade/replacement of devices • Continue to provide concurrent enrollment offerings for all students (P4, P8, 1H, 2H) (during their instructional time), to attend courses at the local community college in addition to local offerings to ensure academic success • Provide Professional development to address the needs of the students according to their ILP	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary Bus Passes 0000-5800 $5000 Technology - Replace as needed 3010-4300 $10,000 Cost covered in staff salary

GOAL: Serve as a thriving center for learning within the Lake County community	Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 _ 10 Local: 1H, 3H, 4H

Identified Need:	Our rural community has minimal industry offerings for our students. To ensure students are successful when leaving our program, partnership with families and the community is essential to support the career opportunities available to our students should they remain local. Learning opportunities are worldwide and our students, from poverty, often need support to realize that they are not limited by the local boundaries thus we support their growth, learning and development into the community.

Goal Applies to:	Schools: LEA-Wide Grades: All
	Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	• Parent participation measured by attendance at school events • Suspension rate reduce from 8.3% by <1% to 7.3% • Maintain expulsion rate of 0% • College and Career Readiness (CCR) as measured by number of students completing the career readiness curriculum, and or concurrently enrolled. - Establish baseline • School Climate- parent and student semester survey results continue to show Hance as "safe and welcoming"

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Create Hance school logo and purchase Hance attire and products to promote school culture - t-shirts, pencils, etc • Provide/facilitate a Parents' event, quarterly i.e.FASFA night, back to school night, etc (P3) • Provide celebration events (1 per semester) to highlight student attendance, credit completion, concurrent enrollment and student academic success (P3, P5, P6)	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	School supplies 0100-4300 $550 0124-4300 $1000 Student engagement and awards 0100-4300 $1250 Parent night 0124-4300 $500
• Develop further business/vocational partnerships via quarterly presentations to civic and service organizations to increase job shadow opportunities and College and Career Readiness. (P4, P3, P5, 3H, 4H) • Foster relationships with local Community Colleges i.e. articulation agreements to better support concurrent enrollment opportunities (P7, P8, 2H) • Provide and faciliatate business trips to expose students to careers outside the local area (P4, P3, P5, 3H, 4H)	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary Field Trips 0124-4300 $1000

| • Continue transition check-out meetings with students and guardians to evaluate progress on their ILP, educational options, and climate survey (P3, P4, 3H, 4H) | LEA-Wide

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Cost covered in staff salary |

LCAP Year 2

Expected Annual Measurable Outcomes:	• Parent participation measured by attendance at school events - increase above baseline • Suspension rate reduce from 7.3% by <1% to 6.3% • Maintain expulsion rate of 0% • College and Career Readiness (CCR) as measured by opportunity completers (multiple pathways to graduation, CHSPE, GED, Community College enrollment, etc) increase baseline of completers by 5% above baseline % • School Climate- parent and student survey results increase number of participants by 10% above baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Meet with every student and family during transition check-out meetings to evaluate progress on their ILP, educational options and climate survey (P3, P4, 3H, 4H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Provide/facilitate a Parents' event quarterly i.e. FASFA night, back to school, etc. • Provide celebration events (1 per semester) to highlight student attendance, credit completion, concurrent enrollment and student academic success	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials for parent night 0100/0124 - 4300 $250 Parent Engagement and Student Awards 0100/0124/1100-4300 $500
• Develop further business/vocational partnerships via quarterly presentations to civic and service organizations to increase job shadow opportunities and College and Career Readiness. • Implement a plan to provide a transition program bridging the community school and comprehensive schools. • Continue to develop relationships with local Community Colleges i.e. articulation agreements to provide concurrent and dual enrollment opportunities	LEA-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary Additional Cost - TBD

LCAP Year 3

| **Expected Annual Measurable Outcomes:** | • Parent participation measured by attendance at school events - increase or maintain
• Suspension rate reduce from 6.3% by <1% to 5.3%
• Maintain expulsion rate of 0%
• College and Career Readiness (CCR) as measured by opportunity completers (multiple pathways to graduation, CHSPE, GED, Community College enrollment, etc) increase baseline of completers by 5%
• School Climate- parent and student survey results increase number of participants by 10% over prior year % |

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Provide/facilitate a Parents' event quarterly i.e. FASFA night, back to school, etc. • Provide celebration events (1 per semester) to highlight student attendance, credit completion, concurrent enrollment and student academic success	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Materials for Parent Night 0100/0124-4300 $250 Parent Engagement and Student Awards 0100/0124/1100-4300 $100
• Meet with every student and family during transition check-out meetings to evaluate progress on their ILP and educational options (P3, P4, 3H, 4H)	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary
• Continue partnerships with business/vocational partnerships via quarterly presentations to civic and service organizations to increase job shadow opportunities and College and Career Readiness. • Continue positive relationships with local Community Colleges i.e. articulation agreements to better support concurrent enrollment opportunities	LEA-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in staff salary

GOAL: Provide educational opportunities for expelled youth	Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _ 10 Local: none

Identified Need:	Students who are expelled from their District need an educational setting designed to meet their individual education and social/emotional needs

Goal Applies to:	**Schools:** County-wide Grades: All
	Applicable Pupil Subgroups: All

LCAP Year 1

Expected Annual Measurable Outcomes:	• Attendance Rates for mandatory expelled youth • Credits recovered for expelled youth • Attendance by districts at Re-Admission meetings County-wide Expelled Youth Plan (available locally upon request)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Support districts in following the Expelled Youth Plan to meet the needs of students seeking alternative placements resulting from a district expulsion. 　◦ Pre-expulsion meetings 　◦ Expulsion process training for new/requesting administrators	County-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in Alt Ed Admin Salary

• Re-Admission meeting invitation to districts for youth who may have met their rehabilitation plan and have the right to return to their district	County-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in Alt Ed Admin Salary
LCAP Year 2			

Expected Annual Measurable Outcomes:	• Attendance Rates for mandatory expelled youth • Credits recovered for expelled youth • Attendance by districts at Re-Admission meetings County-wide Expelled Youth Plan (available locally upon request)

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**

• Continue to support districts in following the Expelled Youth Plan to meet the needs of students seeking alternative placements resulting from a district expulsion.
  ◦ Pre-expulsion meetings
  ◦ Expulsion process training for new/requesting administrators
	County-Wide
	
	Grades: All
		X All
		-- 	
		_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
		_ Other
			Cost covered in Alt Ed Admin Salary

• Continue to host Re-Admission meetings and invite districts to attend for youth who may have met their rehabilitation plan and have the right to return to their district	County-Wide Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in Alt Ed Admin Salary
LCAP Year 3			

Expected Annual Measurable Outcomes:	• Attendance Rates for mandatory expelled youth • Credits recovered for expelled youth • Attendance by districts at Re-Admission meetings County-wide Expelled Youth Plan (available locally upon request)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Begin to review/revise the Expelled Youth Plan with districts to meet the needs of students seeking alternative placements resulting from a district expulsion	County-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in Alt Ed Admin Salary
• Host and revise Re-Admission meetings (as needed) for youth who may have met their rehabilitation plan and have the right to return to their district	County-Wide Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost covered in Alt Ed Admin Salary

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Provide a learning environment conducive to student and community academic and social needs.	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools:	ALL- LEA Wide Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Williams- Maintain a rating of "good" on the FIT HQT- Maintain 100% HQT qualified staff Drop-out Rates measured at the local level due to small enrollment numbers. Maintain >5% or equal to our current 0% rate. Attendance Rate- increase attendance by 5% to 77% from current 72% High School Graduation Rates- Maintain a count of diplomas awarded LCAP data will align to SARC (available at the local level) Increase completion rates on Personalized Learning Plans (PLP) over baseline established 2015-16 and measured individually based on completion of PLP, (reviewed and measured at exit interview) Chronic Absenteeism Rate- Decrease chronic absenteeism rate by 5% to 47%, from current 52%. Middle School Drop-out rate is not measured due to lack of Middle School students served	Actual Annual Measurable Outcomes:	- A rating of "good" was reported on the latest FIT with a new FIT being done in early 2016. 100% HQT staff - Current dropout rate – 0% - Attendance rate - 82% - Graduation rate – currently serving 2 seniors, one will graduate and the other is taking the HiSET - SARC and LCAP have aligning information. - ILP completion rate– 102% - Chronic Absenteeism – 58% (7/12)

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**

• Develop Hance Personalized Learning Center (i.e. tutoring center, extended class labs –science, CS, robotics, etc) (P1, P5, P9, 2H) • Maintain a safe and welcoming school campus	Staff Salary 0124-1100/1300/2400 $128,003.76 0124-3000 $36,371.14 3010-2100 $16,821 3010-3000 $9,310.34 Facilities 0062-$44,701	• County programs: Hance Community School and the Clearlake Creativity School have been in operation for the 2014-15 academic year. The Renaissance Court School closed in October of 2015 as the Juvenile Hall operations were moved to a facility in Mendocino County. MCOE now offers education for Lake County incarcerated youth.
		  ◦ The idea of a "Hance Personalized Learning Center" never came to fruition. Our school counselor left in March of 2015, our site administrator left at the end of June 2015 and our teaching and support staff was cut to match our drop in student enrollment. The stakeholders did not feel it was a goal that students would utilize. The latest stakeholder survey (SpringI 2016) indicates that about half of stakeholders would utilize Hance after hours on an occasional basis to access intervention and support services. To this end, the site will be open all of June to serve students who are interested.
		  ◦ Hance provides a safe and welcoming school campus. Stakeholders identified this as a high priority and want to work to define "safe and welcoming" so that specific steps can be taken to be sure the campus stays this way (school dress code, check in/ out procedures, bus stops, signage, etc.) There have been 2 suspensions and no expulsions during the 2015-16 school year.
		  ◦ Students designed a Hance Hawk T-shirt and staff has begun purchasing Hance attire with the new logo.
			Teacher
			
			0124-1100
			
			$74,398
			
			Special Education teacher
			
			3310-1100
			
			$11,869
			
			Admin
			
			0124-1300
			
			$11,575
			
			Clerical
			
			0124-2400
			
			$11,472
			
			Para
			
			3010-2100
			
			$16,312
			
			3025-2100
			
			$10,711
			
			Hance attire
			
			3010-4300
			
			$537

Scope of service:	Hance Grades: All		Scope of service:	LEA-Wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
• Maintain a student service centered educational setting for students incarcerated, attending the Renaissance School. (P1, 1H)	Staff Salary 0124-1100/1300/2400 $138,319.68 0124-3000 $37,861.72 3025-2100 $22,220 3025-3000 $9812		• Renaissance School was closed in October of 2015 as the Juvenile Hall closed the facility in Lake County. All students were transferred to the Mendocino County facility where they also receive their education services. Hance maintains communication with Lake County Probation to assure an easy transition for released students from Mendocino to Lake County upon return.	Teacher 0124-1100 $30,425 Para and special education staff included above	
Scope of service:	Renaissance Grades: All		Scope of service:	Renaissance until Oct, 2015 Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

• Institute Learning Management System (LMS) i.e. 'Brainhoney' to implement the CCSS (P 1) • Maintain Subscriptions to Odysseyware and Aeries to support student data and academics • Investigate/create intervention programs and CCSS aligned pre and post assessments (P2, P4, P8, 2H)	Curriculum Resources Odysseyware 0100-5800/3600 $5500 0100-5800/3500 $7500 Aeries 0000-5800 $1760 No Cost to investigate Intervention programs aligned to CCSS	• Schoology was instituted at the Hance site as Learning Management System. Current staff utilizes Schoology for most all subjects taught. As a learning management system (LMS), Schoology allows staff to create, distribute and track students anywhere, on any device. • Subscriptions are maintained to Odysseyware and Aeries. • Aeries has updated to Aeries.net and student information is now easier to access and align to state CALPADS • Staff investigated CCSS aligned placement tests and will begin implementation of these tests next year. Staff will continue to look at student results and investigate appropriate intervention programs.	Curriculum Resources Odysseyware 0100-5800 $7115 1100-5800 $1313 Aeries 0000-5800 $1760 No Cost to implement placement tests aligned to CCSS
Scope of service:	LEA-Wide Grades: All	**Scope of service:**	LEA-Wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

• Develop and implement an online/blended learning environment in addition to the classroom based learning environment to address the needs of the students according to their PLP.- (P 5, P6, P9, 2H) • Provide bus passes to students enrolled to access their educational program	Cost covered in teacher/staff salary 0100-5800 $6500	• Hance staff work well developing and blending learning environments to meet the needs of students as evidenced in the completion of the students' ILPs. • Bus passes are provided to all students who utilize public transportation.	Cost covered in staff salary Bus Passes 0100-5800 $3428
Scope of service:	LEA-Wide Grades: All		**Scope of service:**	LEA-Wide Grades: All	

X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other

X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_Other

• Implement 1-1 devices for daily instruction, assessment, and access to content (P1, P4, H2) • expand electronic book library	Currently 1-1 no cost for 2015-16 school year 6300-4200 $282	• 1-1 IPad devices are used at Hance for daily instruction, assessment, and access to content. All students have a school email address and accounts in Schoology and Odeysseyware that they can access both in and out of the classroom. • Students may access electronic books through the Internet. • An electronic library with books at the 6-8th grade reading level has been purchased. All student will have access to this library during next school year.	Currently 1-1 Scholastic Electronic Library 6300-4200 $1320
Scope of service:	LEA-wide Grades: All		**Scope of service:**	LEA-Wide Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
• Provide concurrent enrollment offerings for all students to attend courses at the local community college in addition to local offerings at Hance School to ensure academic success. (P4, P8, 1H, 2H)	No cost	• Students and guardians are provided with concurrent enrollment information at intakes and end of each grading period. Hance staff continues to work with local community colleges and the CCR staff to assure student success as they enroll in college classes.	No cost
Scope of service: Hance Grades: All		**Scope of service:** LEA-Wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
• Offer Professional development to staff to maintain high quality instruction and HQT compliance (P1) for example… o VPSS o CCSS/Technology o STEM/NGSS	Professional Conference 0100-5200 $3500 Extra Duty local PD 3025-5200 $750	• Professional development for staff: Aeries training, CCIS (Independent Study conference), student discipline, CAASPP (California Assessment of Student Performance and Progress)	Travel and Conference 0124-5200 $148 3010-5200 $1473

Scope of service:	LEA-wide Grades: All		**Scope of service:**	LEA-Wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	• Hance has contracted with an on-line company to provide personal support classes that will help students accomplish district and probation rehab plans (marijuana and alcohol intervention, bullying, sexual harassment etc.) • Hance will continue to look at and establish a dress code that is in line with probation policies and that utilizes a Hance "logo" to help encourage school pride and contribute to a safe and welcoming campus. • Hance will begin construction on a Fit Trail that incorporates exercise stations along a running track.				

Original Goal from prior year LCAP:	Provide continued, expanded, 21st Century learning opportunities for students.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _ 9 _ 10 Local:

Goal Applies to:	Schools:	All District-wide Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Increase in the number of students participating in Job Shadow opportunities by 1 student Increased student performance on SBAC assessments Credit Recovery as measured locally CAHSEE and GED Completion rate increase Increase in the number of pathways offered to students for CCR (College and Career Readiness) Williams- Maintain access to and implementation of CCSS aligned curriculum and materials for all students CELDT and Reclassification (CELDT is given when EL students enroll- rates measured locally) Unit/course Completion toward graduation- measured locally Pre-post assessment scores in ELA and Math- individual student scores increase by 5% points (ex: 65%-70% etc.) annually until performing at grade level as per SBAC alignment Number of students concurrently enrolled- Baseline established 2014 of 2/27 students- increase to 5 students next year Number of students completing some A-G requirements will be captured to establish a baseline of access and successful completion (N/A, EAP, API and AP)	Actual Annual Measurable Outcomes:	• There were no job shadowing experiences for students during the 2015-16 school year as Hance no longer had a site administrator or a counselor, who were originally slated to run this program • Students earned more credits than they were assigned in an effort to make up credits they did not receive at their home school. • The CAHSEE is not longer offered. One of our two seniors took the GED (HiSET) path. • A CCR grant was written and starting next school year we will develop a computer tech career path • Williams Compliant • Pre and post assessment scores showed an increase of 25% in math and 8% in English. Next year we will use a new assessment tool, so we will have to gather new baseline information. • We only had one student concurrently enroll for the 2015-2016 school year

LCAP Year: 2015-16			

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
? Utilize e-learning CCSS curriculum (i.e. OdysseyWare, Accelerate Education) (P2, 4) ? Copier cost	OddysseyWare budgeted in Goal 1 Accelerate Ed 1100-4300 $1425	• Students are given Odysseyware and Schoology sign-in information and classes at enrollment and throughout the year.	Copier Cost 0124-5600 $4375

Scope of service:	LEA-wide Grades: All		**Scope of service:**	LEA-Wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
? Increase participation in Roadtrip Nation (online career exploration and local job shadowing experience to increase College and Career Readiness) ? Develop and/or increase job shadow and job placement opportunities. (P4, 2H)	Roadtrip nation 0100-5800 $700 Copier contract 0000-5800 $6400		• Roadtrip Nation was not utilized for the 2015-2016 school year • Students did not participate in job shadowing or job placement activities		None
Scope of service:	Hance Grades: All		**Scope of service:**	LEA-Wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Develop and implement variable completion opportunities i.e. A-G, alternative completion (GED, CHSPE) (P 4, P7, P8, 2H)	Cost covered in staff salary		• HiSET curriculum was used as a completion opportunity for seniors behind in credits • The CHSPE was introduced to tenth graders as an option the high school completion		Cost covered in staff salary

Scope of service:	LEA-wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	A college and career readiness program/class will be implemented in the 2016-2017 school year as a result of stakeholder input. Students will be involved in career exploration as well a job shadowing. A CCR set up grant was awarded to LCOE so that Hance may set up computer technology classes as a career path and a way to integrate with the local community college.				

Original Goal from prior year LCAP:	Serve as a center for learning and thriving within the Lake County community		Related State and/or Local Priorities: _1 _2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 _ 10 Local:
Goal Applies to:	Schools:	All District-wide Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Parent participation measured by sign in sheets Suspension rate reduce from 4.67% by <1% to 3.67% Maintain expulsion rate of 0% College and Career Readiness (CCR) as measured by opportunity completers (multiple pathways to graduation, CHSPE, GED, Community College enrollment etc.) - Establish baseline Concurrent enrollment numbers- Increase to 5 students School Climate- parent and student survey results establish a baseline of participation in annual/exit survey	Actual Annual Measurable Outcomes:	• An average of 60% of our student guardians attended stakeholder meetings throughout the year. • Our suspension rate was 8.3% (2/24) and our expulsion rate was 0% • We did not establish a baseline for CCR or pathways to graduation. With such small numbers, this may be hard to do. • Only one student took classes at the local community college. (4%) • Parent and student surveys agree that Hance is safe and welcoming site, with a baseline of 60% of parents completing the survey

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Provide/facilitate a Parents' event quarterly i.e. FASFA night, back to school, etc. (P3)	Materials for parent night 0100-4300 $250	• Quarterly events were held at Hance with staff, students, family and other stakeholders	Parent Events 0100-4300 $887
Scope of service:	Hance Grades: All	Scope of service:	
		LEA-Wide Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
? Develop further business/vocational partnerships via quarterly presentations to civic and service organizations to increase job shadow opportunities and College and Career Readiness. (P4, P3, P5, 3H, 4H)	No cost-covered in admin salary	With the loss of our site administrator and counselor we did not accomplish this goal	No cost
Scope of service:	Hance Grades: All	Scope of service:	LEA-Wide Grades: All
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Expand partnerships with Lake County Probation by developing a transition program bridging the court school and comprehensive schools. (P 9, 1H)	Cost TBD	• Meetings with probation staff happen on a regular basis and over the summer Hance staff and truancy will be working with Mendocino County Juvenile Hall to bridge the court school and Hance.	Cost covered in staff salary
Scope of service:	Renaissance Grades: All	Scope of service:	LEA-Wide Grades: All

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Foster relationships with local Community Colleges i.e. articulation agreements to better support concurrent enrollment opportunities (P7, P8, 2H)	No cost-covered in admin salary	With the loss of our site administrator and counselor we did not accomplish this goal	No cost
Scope of service:	LEA-wide Grades: All	**Scope of service:** LEA-Wide Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide celebration events (1 per semester) to highlight student attendance, credit completion, concurrent enrollment and student academic success (P3, P5, P6)	Parent engagement 0100-4300 $100	• Celebrations were held to celebrate student successes both in the Fall and the Spring	Parent Engagement 0124-4300 $94
Scope of service:	Hance Grades: All	**Scope of service:** LEA-Wide Grades: All	

X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
? Establish transition check-out meetings with students and guardians to evaluate progress on their PLP, educational options, and climate survey (P3, P4, 3H, 4H)	No Cost covered in admin salary	• Students and their guardians meet with the Lead Teacher when they exit Hance to discuss student achievement and their experience with Hance	Cost covered in staff salary
Scope of service:	LEA-wide Grades: All	**Scope of service:**	LEA-Wide Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, services, and expenditures	Hance will be open in June to expand services to students A career and college readiness program will be established at Hance for the 2016-2017 school year Personal support classes are available on-line for students at Hance A Hance dress code and Hance attire will be in place for the 2016-2017 school year		

Original Goal from prior year LCAP:	Provide educational opportunities for expelled youth		Related State and/or Local Priorities:\n_1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 _ 10 Local:
Goal Applies to:	Schools:	County-wide Grades: All	
	Applicable Pupil Subgroups:	Other (Expelled Youth)	
Expected Annual Measurable Outcomes:	? Attendance Rates for mandatory expelled youth ? Credits recovered for expelled youth ? Attendance by districts at Re-Admission meetings ? County-wide Expelled youth plan (available locally upon request)	Actual Annual Measurable Outcomes:	• Hance students have an attendance rate of 82% overall with mandatory expelled students at 86%\n• On the average, Hance students earn more credits that assigned.\n• Districts do not attend meetings at Hance for re- admit purposes.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Support districts in following the Expelled Youth Plan to meet the needs of students seeking alternative placements resulting from a district expulsion. ? Pre-expulsion meetings ? Expulsion process training for new/requesting administrators	No cost covered in Alt Ed Admin Salary	• The County- Wide expelled youth plan was discussed and adopted by district superintendants at the beginning of the year.\n• Many districts, including LCOE, hired new administrators so the plan will be looked at and discussed with current superintendents over this summer.	Cost covered in staff salary
Scope of service:	County-wide Grades: All	Scope of service: County-Wide\n\nGrades: All	

_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Re-Admission meeting invitation to districts for youth who may have met their rehabilitation plan and have the right to return to their district	No costcovered in Alt Ed Admin Salary	• Information on all expelled students (attendance, grades, discipline, rehab plan completion ..) is sent to districts prior to the date of the district re-admission hearing as explained in the County-Wide plan for expelled youth	Cost covered in staff salary
Scope of service:	County-wide Grades: All	**Scope of service:**	County-Wide Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
What changes in actions, services, and expenditures	New LCOE staff with continue to evaluate the County-Wide plan for expelled youth as well as the Hance referral handbook and discuss the processes quarterly with district superintendants		

Original Goal from prior year LCAP:	Improve Educational Outcomes for Foster Youth	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 X 8 COE only: _ 9 X 10 Local:

Goal Applies to:	Schools:	County-wide Grades: All		
	Applicable Pupil Subgroups:		Foster Youth	
Expected Annual Measurable Outcomes:	? Minimize the number of school placement changes – establish baseline in Year One ? Increased individual student attendance at school – establish baseline in Year One ? Increased student attendance in tutoring and summer leadership programs		Actual Annual Measurable Outcomes:	• Year 1 school placement baseline information for school year 14/15 indicates 83 foster youth with 125 school placements while attending in Lake County equaling an average of 1.5 school placements per student. For school year 15/16 there are 70 enrolled foster youth with 91 school placement changes while attending in Lake County equaling an average of 1.3 school placements per student. • Year 1 attendance baseline is 92% positive attendance rate. Year 2 will be calculated after second trimester and 3rd quarter grades are gathered. • Summer leadership enrichment program saw an increase from 9 enrolled and 5 active students in 14/15 to 9 enrolled and 7 active students in 15/16.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Provide professional development and support around the needs and laws related to Foster Youth for district and school site Foster Youth liaisons (P 10) ? Coordinate Healthy Start support for foster youth (P 10) ? Investigate providing professional development on Educational Issues for Child Welfare Social Workers	Staff Salary $45,000 9366 2900-$26,901 3000-$11,623 4300-$1,000 5200 - $2,000 7310 - $3476	• Provided the Foster Youth Services Coordinating Program (FYSCP) Team the state webinar training on AB 854. 10/08/2015 • New legislation AB 854 was passed and signed in October 2015, which changed definition of foster youth in Ed Code to match LCFF definition. Notified all district liaisons of the change through informational packet and emailed the state link to AB 854. 11/2/2015 • FYSCP held the first bi-annual Executive Advisory Council meeting to review services and needs for the on-going FYSCP action plan. Members include CWS Director, District Liaison's, Safe Schools, & Foster Family Agencies. 11/30/2015	Staff Salary $45,000 9366 2900-$27,067 3000-$8,923 4300-$1,000 5000 - $1,684 7310 - $3476

			• Follow up individual school district liaison trainings on the AB 854 legislation and definition of foster youth. ◦ Konocti Unified School District 11/17/2015 ◦ Lucerne Unified School District 11/19/2015 ◦ Kelseyville Unified School District 12/01/2015 ◦ Lakeport Unified School District 12/02/2015 • FYSCP team provided training to the Healthy Start staff • LCFF training on 09/23/2015 • AB 854 training 10/28/2015 • Held an information session on services provided and how Healthy Start staff can collaborate and assist the FYSC Program 11/18/2015 • FYSCP Team meetings with Child Welfare Services staff for coordination of services and case management of foster youth. Monthly meetings occurred on 09/10/2015, 10/08/2015, 12/3/2015, 01/14/16, 02/04/16 • Requested SELPA's assistance to provide a training to 26 Child Welfare Social Workers, focusing on the definitions of trauma and Severely Emotionally Distributed children on 10/06/2015	
Scope of service:	Foster Youth County-wide Grades: All		Scope of service:	County-wide Grades: All	

_ All		_ All	
--- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		--- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
? Provide student support for academic success: (P 10) o Partner with Child Welfare Services o Coordinate completion and accuracyof FY student files o Provide tutoring o Offer a summer leadership program o Support for transition and mentoring for High School students o Coordination of records and services with Department of Juvenile Justice (DJJ)	Staff salary $79653 7366 2900-$45,301 3000 - $20,123 Office Materials/suppli es 4300 - $2,855 5600 - $500 5900 - $2,000 Travel to school sites 5200 - $2,500 7310 - $6,133	• This year FYSCP expanded our partnership with CWS to include coordinating the Independent Living Program with an emphasis on careers to college. The ILP strategy meeting was held on 12/22/2015. With this partnership FYSCP is still on-sight at CWS 4 hours per week to answer educational questions, and provide educational reviews. • The FYSCP Education Liaisons gathered grades and attendance, and met with district liaisons to conduct educational reviews for 47 foster youth. These coordinated meetings ensure student files are accurate. • Direct tutoring is no longer provided by the FYSCP due to legislation AB 854, but during educational reviews supplemental education services (SES) were recommended for foster youth students. • Our LCOE FYSCP and Probation Family Pro host a Summer Youth Leadership Program which is still planned for July 2016. • All transition case management services for high school youth with an emphasis on college to career began in September. Our first college field trip to Butte College and CSU Chico was held on 11/10/2015. Students have also attended Mendocino College Campus tours in Ukiah and Lakeport on 02/23/16. • The Teen Topix newsletter is a quarterly publication of resources and information	Staff Salary $150,000 7366 2300 - $10,871 2400 - $10,457 _2900 - $53,970_ _3000 - $27,369_ Office Materials/suppli es _4300 - $4,856_ _4400- $9,190_ _5600 - $1,750_ _5900 - $100_ Travel to school sites _5200 - $4,140_ _5250 - $7,612_

			regarding foster youth educational rights. The FYSCP transition specialist distributes these newsletters directly to all transition age foster youth and they are distributed through Child Welfare Services, and online through the Healthy Start Webpage. • A meeting was held with County Superintendent of Schools to discuss the closing of our Juvenile Hall and transferring of youth to Mendocino County. • A meeting was held with County Probation to discuss supporting students re-entering their school of origin from Mendocino County Juvenile Hall 10/21/15.	*5800 - $8,100* *7310 - $11,585*	
Scope of service:	Foster Youth County-wide Grades: All		Scope of service:	County-wide Grades: All	
_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All -- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	The passage of AB854 has created changes to Education Code 42920 and increased state funding for all COE FYS programs. The estimated/actual annual expenditures reflects increased funding and planned program expenditures. One change to Education Code 42920 was the responsibility of provided tutoring has shifted to the districts. FYSCP will ensure foster youth are receiving appropriate education supports through capacity building meetings and trainings with foster youth liaisons.				

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:	36571

The small, alternative nature of the Hance school setting allows us to meet the individual needs of students based on their Individualized Learning Plan. All students are receiving access to teacher and paraprofessional support to meet the academic demands of their core coursework. 100% of our student population qualifies as Low Income and the majority of our students benefit from additional support through small class sizes, individualized instruction and support as well as counseling, when available. Use of Supplemental/Concentration funds LEA-wide ensures that we are meeting the intent of the funds as they are generated and supporting all students. All students are supported and encouraged to take advantage of additional course opportunities through concurrent enrollment. Hance teachers and staff support these students in succeeding at the community college level as well. **Renaissance School (incarcerated youth) currently provides a 1-1 instructional environment where all students have access to an instructor and paraprofessional. Students are given access to core content during their school day as well as 1-1 support (when approved by Juvenile Hall staff) in their cell after the instructional day to provide additional support. Students have recently been granted access to an online library which they download and read in their cell (off-line).**

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.

3.70	%

Low income students (Foster Youth and/or English Learners when enrolled) receive increased access to instructional support through reduced class size and paraprofessional support. Students are provided basic materials such as cap, tassel, and gown when they reach graduation as well as instructional materials (1-1 electronic devices) when needed. Our Unduplicated pupils at Hance (100%) receive access to field trips to expand their horizons and perspective of small, rural Lake County. Our students receive free meals at the Hance campus to ensure that their nutritional needs are met. In addition, students, and all stakeholders (probation, WRAP, administration, families etc.) are invited twice annually to share a meal together and highlight/celebrate the success of each individual student. Breaking bread together models the family, close knit structure that we, at Hance, value and see as a qualitative improvement to the instructional program that our students came from where they were one of many.

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).