

Introduction:

LEA: Tehama County Department of Education **Contact (Name, Title, Email, Phone Number):** Charles Allen, Superintendent, callen@tehamaschools.org, 530-527-5811 **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Tehama County Department of Education

Located two hours north of Sacramento, rural Tehama County has a history rich in forestry, fishing/hunting and agriculture. Today, the county is home to just over 60,000 people. Demographic indicators for Tehama county include:

- ~ the 2013 median household income was \$41,924, nearly \$20,000 lower than the median household income for California*
- ~ the February 2015 unemployment rate for Tehama county was 9.0 % compared to the state rate of 6.8 % and the national rate of 5.8%*
- ~ 70% of school aged children qualify for the National School Lunch Program*
- ~ 70% of Tehama residents are white*
- ~ 20% of Tehama residents speak a language other than English at home*
- ~ the adult rates for diabetes in Tehama are higher than the rate for the state of California*
- ~ the adult rate for obesity in Tehama is higher than the rate for California*
- ~ parent Education rates in Tehama are lower than the California average*
- ~ 13.5% of Tehama residents hold a Bachelor's degree or higher compared to 30.7% in California*
- ~ the high school drop-out rate for Tehama county in 2013-14 was 4.4 % compared to 3.9% for California; the cohort drop-out rate for Tehama county in 2012-2013 was 15% compared to 11.4% for California*

Within this demographic context, the Tehama County Department of Education (TCDE) works in close collaboration with county educators and community partners to achieve its mission "...to provide a world-class education for all students from early childhood to adulthood."

TCDE fulfills this purpose through strong professional relationships and customized services for educators, families and community partners. TCDE provides leadership, support and professional learning through the following service departments:

- ~ College Options – student, parent and educator learning opportunities, advising and resources for post-secondary education (LCAP priorities 3, 4 and 8)*
- ~ Early Childhood Education - to include State Preschool, CA Preschool Instructional Network (CPIN), School Readiness, Child Signature Program (CSP), Local Child Care Planning Council, Family Child*
- ~ Care Home Education Network and the Children's Literacy Intervention Project (CLIP) - (LCAP priorities 3, 4, 5 and 6)*
- ~ Educational Support Services – curriculum, instruction, professional learning and facilitation services (LCAP priorities 2, 4, 5, 6, 7 and 8)*
- ~ Region 2 Regional System of District and School Support (RSDSS) – NCLB implementation, LEA/SPSA Plan development, professional learning for districts/schools in NCLB Program Improvement (LCAP priorities 1, 2, 4, 7, & 8)*
- ~ Safe Schools and Recreation for Rural Families (SERRF) – after school program (LCAP priorities 2, 3, 4, 5, 6, and 8)*
- ~ Special Education Local Plan Area (SELPA) – Special Education services (LCAP priorities 1, 2, 3, 4, 5, 6, 7 and 8)*

- ~ *Student Support Services – SARB, TUPE, Mentoring and Safe Schools (LCAP priorities 3, 4, 5, 6, 8 and 9), Foster Youth and Homeless Services (LCAP priorities 3, 4, 5, 6, 7 and 10) and Juvenile Justice Center services to include case management, Probation and pregnancy prevention (LCAP 3, 4, 5, 6, 8, 9, and 10)*
- ~ *Region 2 Teacher Induction Program - formerly BTSA (LCAP priorities 1, 2, and 4)*
- ~ *Instructional Technology Services – internet access and data support (LCAP priorities 2, 4, 5, 7 and 8)*
- ~ *Tehama County Co-op – federal compliance assistance (LCAP priorities 1, 2, 3, 4 and 7)*
- ~ *County Office administrative services (LCAP priorities 1, 8, 9 and 10) to include:*
 - ~ *Administration*
 - ~ *Business services*
 - ~ *Human Resources*
 - ~ *Maintenance and Operations*

In addition to departmental services and support for all Tehama districts and schools, TCDE:

- ~ *is directly responsible for the educational operations of the Tehama Juvenile Justice Center for adjudicated youth. As wards of the court, these students are highly mobile and may remain in custody for a few days or for years. The Juvenile Justice Center instructional program is staffed with two certificated staff and two classified paraprofessionals and provides instruction every week day. The instructional program is CCSS aligned and links with content and coursework available at the student’s home school.*
- ~ *provides fiscal and administrative oversight for two dependent charter schools: Lincoln Street School, which offers home study for families with children in grades K to 8, and Tehama eLearning Academy, which offers on-line alternative education for students in grades 7 to adult.*
- ~ *provides oversight for an Adult Learning Program that offers learning opportunities for high school coursework completion and GED testing.*

TCDE does not currently support a county Community School, a county Community Day School or a county Opportunity School. TCDE personnel work closely with district administrators to provide support services for district sponsored Community Day Schools.

TCDE is the administrative unit for the Tehama SELPA that provides specialized services for many county Special Education students. The SELPA serves these students with staff, transportation and program and TCDE is neither the district of service nor the district of residence. TCDE provides funding for to and from school transportation for SELPA identified students (staffing costs only; \$390,000/annually).

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Since each TCDE program has separate stakeholder groups with differing educational and support needs, separate stakeholder sessions were held for the purpose of consultation. During these sessions, stakeholder groups reviewed TCDE LCAP goals, the actions/services planned and implementation status, the metrics establishing success and budgetary expenditures. These sessions included general meetings, surveys, focus groups, one-on-one interviews, and an Open House forum during the months of December, January, February, March and April.</p>	<p>Feedback from Stakeholder sessions resulted in the following considerations for the TCDE LCAP update:</p> <ol style="list-style-type: none"> 1. Organization-wide efforts to better communicate information and provide cohesive services to districts and schools 2. Organization-wide efforts to establish department goals and goal achievement indicators for

Representative groups from the following stakeholder groups participated in this consultation, data collection and analysis:

- Tehama District and School Administrators
- Tehama District and Schools Teachers
- Tehama Teachers Association
- CSEA
- TCDE Department Heads and Employees
- TCDE School Board
- Expect More Tehama (community partner)
- Tehama Arts Council (community partner)
- Tehama Job Training Center (community partner)
- Tehama Childcare Planning Council
- Preschool Parents
- Foster/Homeless Youth (students and staff)
- JJC students

Please see Appendix A for a list of Stakeholder dates and a table of data elements reviewed by state LCAP priority.

The agendas for each stakeholder session had common topics but varied based on the group and how the group impacted the 2014-15 LCAP. Data sets were matched to those identified in the 2013-14 TCDE LCAP.

In addition to the data sets reviewed by stakeholders, TCDE administration and department heads reviewed Tehama district and school data aligned to the 10 LCAP priorities, in one-on-one sessions and during the Superintendent’s Cabinet.

Lastly, during the summer of 2014, LINC (Leaders, Innovating, Networking, and Collaborating) members, a collaborative department effort at TCDE, reviewed district/school needs as identified in 2014-15 district LCAPs. In January of 2015, LINC members again convened to determine services provided and the need for additional work.

Opportunities for additional input on the draft LCAP Update included:

- An LCAP Open House held on April 28 where participants had the opportunity to comment on the process, the evidence and the draft product

continuous improvement of service to districts/schools/parents/ community
 3. Continued attention to the needs of at-risk, adjudicated and Foster youth through:

- a. Strengthened SARB process
- b. Strengthened instruction and curriculum options at JJC; professional development for staff
- c. Strengthened support structures – wrap around services, seamless transition from school to school, parent/guardian engagement
- d. Increased counseling

4. Professional development opportunities for all TCDE staff, all Tehama district/school staff, parents/guardians, community partners and Boards of Education

- a. Consideration of satellite locations and technology solution to increase access potential

5. Work with districts to implement the newly revised Tehama County Plan for Expelled Youth

- a. Professional development, CDS staff county-wide collaboration
- b. Increased CDS counseling services

<ul style="list-style-type: none"> • A preliminary reading with the TCDE Board held on May 20 where comments were invited. <p>The TCDE LCAP Update and COE Budget were approved by the TCDE Board during its regular meeting held on June 24.</p>	
<p>Annual Update:</p> <p>Review and analysis of the 2014-15 TCDE LCAP goals, actions and expenditures yielded the following observations as cited in Section 2B:</p> <p>LCAP Goal 1 –</p> <ul style="list-style-type: none"> • Actions accomplished; continued need for CCSS/ELD/NGSS Standards professional learning opportunities; include options with classroom technology applications • Technology support expense greater than originally budgeted; additional cost related to network upgrade county-wide <p>LCAP Goal 2 –</p> <ul style="list-style-type: none"> • Actual administrative services included 20.60 FTE; 17.95 FTE was budgeted; additional FTE due to need for increased Maintenance services <p>LCAP Goal 3 –</p> <ul style="list-style-type: none"> • Slight decrease in county-wide truancy rates • Increase in county-wide suspension rates • Increase in county-wide cohort drop-out rate • School readiness expansion successful <p>LCAP Goal 4 – Goal language redundant; eliminate goal</p> <p>LCAP Goal 5 – continued need for actions; incorporate goal intent into alternative education goal</p> <p>LCAP Goal 6 – get with Cynthia; goal language redundant; incorporate goal intent into alternative education goal</p> <p>LCAP Goal 7 – Goal language redundant; eliminate goal</p> <p>LCAP Goal 8 – Goal language redundant; readiness and participant data unavailable at this time; incorporate goal intent into student achievement goal</p>	<p>Annual Update:</p> <p>The 2014-2015 LCAP review process resulted in the following changes to the TCDE 2015-2016 LCAP Update:</p> <ul style="list-style-type: none"> • Reduction in the number of LCAP goals from 8 goals to 3; goals better focused to address the purpose and work of TCDE • Continued assignment of LCFF revenue to revenue-producing student groups – adjudicated youth, Foster/Homeless youth, prevention services including at-risk youth, SARB and school readiness • Refocused attention to student achievement, English proficiency, high school graduation and post-secondary opportunity for all students <ul style="list-style-type: none"> o Efforts such as professional development, curriculum support and consulting to help county districts/schools strengthen current academic programs and course offerings (A to G, Career and Technical Education) o Efforts to help coordinate student opportunities for job training and placement with community partners

Of additional note:

1. TCDE Negotiations teams completed the negotiations process in early fall of 2014. Agreements included a 2.5% retro-active salary increase for all TCDE employees and a one-time payment to offset increased employee health insurance premium cost. These were not represented in the 2014-15 LCAP.

2. The 2014-15 LCAP included a 3.0 FTE partially LCFF funded staffing increase for Student Support Services to provide increased support for Foster/Homeless youth. These proposed positions were only partially filled – 1.0 FTE began in November, 2014 (30% LCFF); 1.0 FTE began in April, 2015 (100% LCFF); the third FTE remains vacant (100% LCFF).

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>TCDE will provide the leadership and support services necessary for all Tehama districts, schools, and educators to be successful with the work of achieving high standards and high achievement for all Tehama students.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>During 2015-16 LCAP Stakeholder data collection and analysis, districts/schools and educators requested TCDE services to be fully maintained and focused on student and district needs – specifically: administrative, technology and fiscal oversight and services, CCSS/ELD/NGSS aligned professional development, instructional coaching and curriculum; CTE curriculum, instructional options and job training; SARB leadership and prevention services; Foster/Homeless youth support and services; Early Childhood options and school readiness; Special Education and SELPA leadership and services; continued quality after school programs.</p> <p>Requests for improved services included:</p> <ul style="list-style-type: none"> • technology access for remote schools, data collection and innovation • strengthened collaborative structures for TCDE staff, county administrators and teachers and community partners • strengthened support structures and instructional program for the Juvenile Justice Center and district operated Community Day Schools • coordination of multi-agency social and mental health services for at-risk youth • assistance with recruitment of teachers and strengthened induction for new teachers and administrators • leadership in better engaging parents and the community • assistance with identifying sources for facilities funding <p>Analysis of Tehama county-wide data aligned by LCAP Priority yielded needs in:</p> <ul style="list-style-type: none"> • improving student achievement (especially English Learners) in ELA, Math and English proficiency, • improvement in high school graduation rate, • improvement in A-G completion rate. • improving services to expelled youth county wide; the Tehama County Plan for Expelled Youth calls for increased professional development for all Community Day teachers addressing behavior, healthy choices, a multi-faceted approach to parent engagement and parenting, and College/Technical Education curriculum and community partnerships. The plan also calls for increased counseling services for all district operated Community Day School programs. 	
<p>Goal Applies to:</p>	<p>Schools: Applicable Pupil Subgroups:</p>	<p>Tehama Juvenile Justice Center; TCDE dependent charters (Lincoln Street Charter and Tehama e-Learning Academy Charter); All Tehama districts and schools Incarcerated youth, all Tehama students</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>TCDE departments will provide services based on district/school/educator LCAP identified need and department/program goals. Outcomes will be measured quantitatively and qualitatively. Indicators of progress to include:</p> <ul style="list-style-type: none"> • Williams Quarterly reports reflecting no complaints • SARCS from county schools indicating Good or Excellent Facilities condition, teacher qualifications/mis-assignments and sufficiency of instructional materials • Professional development records; pre- and post- participant self-assessments; effectiveness survey data – reflecting positive participant outcomes and use of professional learning • Monitoring student achievement indicators (API, AYP, Title III AMAOs, CAHSEE, district reported progress on local academic measures, graduation rates, drop-out rates, A to G completion rates, suspension/expulsion rates, student attendance; SARB referrals) – establishing a baseline of student achievement and/or reflecting improvement over past baseline levels • Monitoring work order tracking and response rates for technology and maintenance services • Stakeholder group surveys, evaluation forms and interviews reflecting indicators for continuous improvement
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain TCDE LCFF funded administrative, business and program related staffing and service at the 2014-2015 level:</p> <ul style="list-style-type: none"> • Salaries/Benefits for certificated and classified staff from the following TCDE departments: o Administration o Business Office o Educational Support Services o Special Student Support Services o Technology Services o Maintenance and Operations <ul style="list-style-type: none"> • Materials/Equipment • Professional Development expenses • Student Transportation for Special Education (salary/benefits only from LCFF) • Technology access and assistance • Small Schools Community Outreach Activities • Travel costs for above TCDE departments 	County Office only	<p><input checked="" type="checkbox"/> All OR: _____ _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>COE department certificated personnel salaries (see department list under Action 1) 1000-1999: Certificated Personnel Salaries LCFF 634,629</p> <p>COE department classified personnel salaries (see department list under Action 1) 2000-2999: Classified Personnel Salaries LCFF 2,129,755</p> <p>Benefits 3000-3999: Employee Benefits LCFF 719,748</p> <p>Department Supplies/Materials - all LCAP related actions 4000-4999: Books And Supplies LCFF 141,444</p> <p>Department Travel/Training - all LCAP related actions 5000-5999: Services And Other Operating Expenditures LCFF 487,202</p>
Each TCDE Department will develop department goals and address department work priorities based upon	County office only	<p><input checked="" type="checkbox"/> All OR: _____</p>	Position related expenses

<p>data-identified county educational needs and district LCAP goals. Departments will maintain service data and establish structures for annually analyzing those data to determine department effectiveness, progress and additional focus.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>TCDE Departments will work together to establish and implement cohesive and job-embedded professional development opportunities aligned to student, program and county learning needs for:</p> <ul style="list-style-type: none"> • All TCDE employees • Tehama district and school employees (certificated and classified) • Parents/guardians and community partners • District Boards of Education <p>Topics to address include:</p> <ul style="list-style-type: none"> • CCSS/ELD/NGSS implementation • ELD Standards implementation; ELD instructional schedules and structures (to include scheduling to best meet student English proficiency levels, appropriate staffing qualifications and models of how to implement Integrated and Designated instruction in small schools) • Instructional and job-specific coaching • Formative Assessment • CAASPP support tools usage (Interim assessments and Digital Library) • New teacher induction • Technology Integration • Targeted professional development for working with at-risk youth (adjudicated, expelled and Foster/Homeless) • 21st Century Work Place Skills and Curriculum • Leadership • Budget and Planning • Engaging Parents and Community members in decision-making and program participation (to include programs for English Learners and 	<p>County office only</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional learning supplies/materials/See Action 1 Travel/Training/See Action 1</p>

<p>Students with Disabilities)</p> <ul style="list-style-type: none"> Federal program planning and compliance (to include Site Council training, Title I parent compacts, SPSA plan evaluation, professional development planning and Title III services for English Learners) 			
<p>Continue to strengthen the county SARB process.</p> <p>Work with districts/schools, parents and community partners (SARB coordinator, District Attorney Investigator. Probation) to help ensure student academic success through regular school attendance, student/family mentoring, behavioral intervention and school safety.</p> <p>Ensure greater academic and socio-emotional success by provide support personnel and services to all county Foster and Homeless youth.</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>at-risk students</u></p>	<p>SARB Supplies/Materials- see Action 1</p> <p>Contracted services for probation support 5800: Professional/Consulting Services And Operating Expenditures Other 55,600</p>
<p>Support county districts and schools and community partners to facilitate their work toward:</p> <ul style="list-style-type: none"> increasing student proficiency in ELA, Math and English, increasing student school attendance, increasing high school graduation rates, decreasing drop-out rates (middle and high school), improving completion of A to G class requirements and CSU eligibility, establishing viable CTE courses of study for all students, increasing student participation in Advanced Placement coursework and AP exam passage rates, providing College and Career Readiness opportunities for middle and high school students through mentoring and job shadowing. 	<p>County-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program/Position related expenses</p>
<p>Increase prevention services and school readiness through expanded preschool options for Socio-economically Disadvantaged children and families.</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Materials/Supplies 4000-4999: Books And Supplies LCFF 40,000</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	TCDE departments will provide services based on district/school/educator LCAP identified need and department/program goals. Outcomes will be measured quantitatively and qualitatively. Indicators of progress to include: <ul style="list-style-type: none"> • Williams Quarterly reports reflecting no complaints • SARCS from county schools indicating Good or Excellent Facilities condition, teacher qualifications/mis-assignments and sufficiency of instructional materials • Professional development records; pre- and post- participant self-assessments; effectiveness survey data – reflecting positive participant outcomes and use of professional learning • Monitoring student achievement indicators (API, AYP, Title III AMAOs, CAHSEE, district reported progress on local academic measures, graduation rates, drop-out rates, A to G completion rates, suspension/expulsion rates, student attendance; SARB referrals) – establishing a baseline of student achievement and/or reflecting improvement over past baseline levels • Monitoring work order tracking and response rates for technology and maintenance services • Surveys, evaluation forms and interviews reflecting indicators for continuous improvement
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain TCDE LCFF funded administrative, business and program related staffing and service at the 2015-2016 level: <ul style="list-style-type: none"> • Salaries/Benefits for certificated and classified staff from the following TCDE departments: <ul style="list-style-type: none"> o Administration o Business Office o Educational Support Services o Special Student Support Services o Technology Services o Maintenance and Operations <ul style="list-style-type: none"> • Materials/Equipment • Professional Development expenses • Student Transportation for Special Education (salary/benefits only from LCFF) 	County office only	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	COE department certificated personnel salaries (see department list under Action 1) - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 1000-1999: Certificated Personnel Salaries LCFF 634,629 COE department classified personnel salaries (see department list under Action 1) - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 2000-2999: Classified Personnel Salaries LCFF 2,129,755 Benefits - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 3000-3999: Employee Benefits LCFF 719,748 Department Supplies/Materials - all LCAP related actions; amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 4000-4999: Books And Supplies LCFF 141,444

<ul style="list-style-type: none"> • Technology access and assistance • Small Schools Community Outreach Activities • Travel costs for above TCDE departments 			<p>Department Travel/Training - all LCAP related actions - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 5000-5999: Services And Other Operating Expenditures LCFF 487,202</p>
<p>Each TCDE Department will continue to maintain service data and analyze those data to determine department effectiveness, progress and additional focus.</p>	<p>County office only</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program/position related expenses</p>
<p>TCDE Departments will continue to work together to establish and implement cohesive and job-embedded professional development opportunities aligned to student, program and county learning needs for:</p> <ul style="list-style-type: none"> • All TCDE employees • Tehama district and school employees (certificated and classified) • Parents/guardians and community partners • District Boards of Education <p>Topics to address may include:</p> <ul style="list-style-type: none"> • CCSS/ELD/NGSS implementation • ELD Standards implementation; ELD instructional schedules and structures (to include scheduling to best meet student English proficiency levels, appropriate staffing qualifications and models of how to implement Integrated and Designated instruction in small schools) • Instructional and job-specific coaching • Formative Assessment • CAASPP support tools usage (Interim assessments and Digital Library) • New teacher induction 	<p>County-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Travel/Training - See Action 1 Supplies/Materials - See Action 1</p>

<ul style="list-style-type: none"> • Technology Integration • Targeted professional development for working with at-risk youth (adjudicated, expelled and Foster/Homeless) • 21st Century Work Place Skills and Curriculum • Leadership • Budget and Planning • Engaging Parents and Community members in decision-making and program participation (to include programs for English Learners and Students with Disabilities) • Federal program planning and compliance (to include Site Council training, Title I parent compacts, SPSA plan evaluation, professional development planning and Title III services for English Learners) 			
<p>Work with districts/schools, parents and community partners (SARB coordinator, District Attorney Investigator. Probation) to help ensure student academic success through regular school attendance, student/family mentoring, behavioral intervention and school safety.</p> <p>Ensure greater academic and socio-emotional success by providing support personnel and services to all county Foster and Homeless youth.</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>at-risk students</u></p>	<p>SARB Supplies/Materials - see Action 1</p> <p>Contracted services with probation officer - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 5800: Professional/Consulting Services And Operating Expenditures Other 55,600</p>
<p>Continue to support county districts and schools and community partners to facilitate their work toward:</p> <ul style="list-style-type: none"> • increasing student proficiency in ELA, Math and English, • increasing student school attendance, • increasing high school graduation rates, • decreasing drop-out rates (middle and high school), • improving completion of A to G class requirements and CSU eligibility, • establishing viable CTE courses of study for all students, • increasing student participation in Advanced Placement coursework and AP 	<p>County-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program/position related expenses</p>

<p>exam passage rates, <ul style="list-style-type: none"> • providing College and Career Readiness opportunities for middle and high school students through mentoring and job shadowing. </p>			
<p>Increase prevention services and school readiness through expanded preschool options for Socio-economically Disadvantaged children and families.</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Supplies/Materials 4000-4999: Books And Supplies LCFF 40,000</p>
<p>.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: TCDE departments will provide services based on district/school/educator LCAP identified need and department/program goals. Outcomes will be measured quantitatively and qualitatively. Indicators of progress to include:

- Williams Quarterly reports reflecting no complaints
- SARCS from county schools indicating Good or Excellent Facilities condition, teacher qualifications/mis-assignments and sufficiency of instructional materials
- Professional development records; pre- and post- participant self-assessments; effectiveness survey data – reflecting positive participant outcomes and use of professional learning
- Monitoring student achievement indicators (API, AYP, Title III AMAOs, CAHSEE, district reported progress on local academic measures, graduation rates, drop-out rates, A to G completion rates, suspension/expulsion rates, student attendance; SARB referrals) – establishing a baseline of student achievement and/or reflecting improvement over past baseline levels
- Monitoring work order tracking and response rates for technology and maintenance services
- Surveys, evaluation forms and interviews reflecting indicators for continuous improvement

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain TCDE LCFF funded administrative, business and program related staffing and service at the 2016-2017 level:</p> <ul style="list-style-type: none"> • Salaries/Benefits for certificated and classified staff from the following TCDE departments: <ul style="list-style-type: none"> o Administration o Business Office o Educational Support Services o Special Student Support Services o Technology Services o Maintenance and Operations <ul style="list-style-type: none"> • Materials/Equipment • Professional Development expenses • Student Transportation for Special Education (salary/benefits only from LCFF) • Technology access and assistance • Small Schools Community Outreach Activities • Travel costs for above TCDE departments 	<p>County office only</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>COE department certificated personnel salaries (see department list under Action 1) - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 1000-1999: Certificated Personnel Salaries LCFF 634,629</p> <p>COE department certificated personnel salaries (see department list under Action 1) - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 2000-2999: Classified Personnel Salaries LCFF 2,129,755</p> <p>Benefits - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 3000-3999: Employee Benefits LCFF 719,748</p> <p>Department supplies/materials - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 4000-4999: Books And Supplies LCFF 141,444</p> <p>Department Travel/Training - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 5000-5999: Services And Other Operating Expenditures LCFF 487,202</p>
<p>Each TCDE Department will continue maintain service data and analyze those data to determine department effectiveness, progress and additional focus.</p>	<p>County office only</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>Program/position related expenses</p>

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>TCDE Departments will continue to work together to establish and implement cohesive and job-embedded professional development opportunities aligned to student, program and county learning needs for:</p> <ul style="list-style-type: none"> • All TCDE employees • Tehama district and school employees (certificated and classified) • Parents/guardians and community partners • District Boards of Education <p>Topics to address may include:</p> <ul style="list-style-type: none"> • CCSS/ELD/NGSS implementation • ELD Standards implementation; ELD instructional schedules and structures (to include scheduling to best meet student English proficiency levels, appropriate staffing qualifications and models of how to implement Integrated and Designated instruction in small schools) • Instructional and job-specific coaching • Formative Assessment • CAASPP support tools usage (Interim assessments and Digital Library) • New teacher induction • Technology Integration • Targeted professional development for working with at-risk youth (adjudicated, expelled and Foster/Homeless) • 21st Century Work Place Skills and Curriculum • Leadership • Budget and Planning • Engaging Parents and Community members in decision-making and program participation (to include programs for English Learners and 	<p>County-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>Travel/Training - See Action 1</p> <p>Supplies/Materials - See Action 1</p>

<p>Students with Disabilities)</p> <ul style="list-style-type: none"> Federal program planning and compliance (to include Site Council training, Title I parent compacts, SPSA plan evaluation, professional development planning and Title III services for English Learners) 			
<p>Continue the work with districts/schools, parents and community partners (SARB coordinator, District Attorney Investigator. Probation) to help ensure student academic success through regular school attendance, student/family mentoring, behavioral intervention and school safety.</p> <p>Ensure greater academic and socio-emotional success by providing support personnel and services to all county Foster and Homeless youth.</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>at-risk</u></p>	<p>SARB Supplies/Materials - see Action 1</p> <p>Contracted services with probation officer - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 5800: Professional/Consulting Services And Operating Expenditures Other 55,600</p>
<p>Continue to support county districts and schools and community partners to facilitate their work toward:</p> <ul style="list-style-type: none"> increasing student proficiency in ELA, Math and English, increasing student school attendance, increasing high school graduation rates, decreasing drop-out rates (middle and high school), improving completion of A to G class requirements and CSU eligibility, establishing viable CTE courses of study for all students, increasing student participation in Advanced Placement coursework and AP exam passage rates, providing College and Career Readiness opportunities for middle and high school students through mentoring and job shadowing. 	<p>County-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program/position related expenses</p>

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

<p>GOAL 2:</p>	<p>TCDE will provide high quality alternative education options for Tehama county residents.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Data analysis identified a continued need for improvement in program and services for TCDE administered alternative education options. Specific needs at the Juvenile Justice Center are also apparent in providing alternative education options. These include:</p> <ul style="list-style-type: none"> • Improved CAHSEE passage and high school graduation • Strengthened A to G coursework • Strengthened CTE options • Arts integration • Better coordination with community services and resources for job training and placement • Better community coordination for prevention and intervention social and mental health services • Better coordination of transition services for Foster Youth and at-risk (CDS and JJC) students • Professional development needs related to leadership, CCSS/ELD/NGSS instruction and curriculum, CTE instruction and curriculum, positive student behavior, family and community involvement; counseling and mental health 	
<p>Goal Applies to:</p>	<p>Schools: JJC, TCDE Charter Schools, All Tehama Schools</p> <hr/> <p>Applicable Pupil Subgroups: adjudicated youth, at-risk youth, non-traditional students</p>	

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Indicators of progress include:</p> <ul style="list-style-type: none"> • Successful fiscal and administrative oversight of alternative educational programs • Documentation of county-wide implementation of Tehama Plan for Expelled Youth o CDS professional development design, participation and pre/post participant self-assessments, improved instructional practice as measured by self-reflective reports and administrator walk-throughs o Increased counseling service records (fiscal records, service logs) – projected implementation 2016-2017 • Truancy/Suspension/Expulsion percentage data (county-wide, district and school) – multi-year analysis reflecting progress toward reduction of incidents and incident types; fewer SARB referrals • Monitoring of student academic metrics reflecting academic progress (both by school and student sub-group) using state indicators (SBAC, CELDT, CAHSEE, A to G eligibility rates), national indicators (AP participation and scores, ACT/SAT participation and scores) and local indicators (district identified benchmark assessments) • Monitoring rates of enrollment and participation in alternative education options
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide fiscal, technology and administrative oversight and instructional support to Juvenile Justice Center and dependent charters - Lincoln Street School and Tehama eLearning Academy	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Position related expense - Goal 1, Action 1
Provide certificated and classified support staff for Juvenile Justice Center – salaries and benefits Additional certificated and classified salary, benefits to be provided through other revenue sources.	JJC only	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Adjudicated Youth	1.65 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries LCFF 156,539 0.7 FTE Classified Staff 2000-2999: Classified Personnel Salaries LCFF 16,412 Benefits 3000-3999: Employee Benefits LCFF 46,159
Juvenile Justice Center staff will strengthen Juvenile Justice Center instructional program to include: <ul style="list-style-type: none"> • Arts, Physical Education, A to G curriculum options, and CTE curriculum options 	JJC only	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Supplies and Materials 4000-4999: Books And Supplies LCFF 750 Guest instructors/presenters 5800: Professional/Consulting Services And Operating Expenditures LCFF 13,157

<p>and job training opportunities, <ul style="list-style-type: none"> frequent communication with probation, law enforcement and court system to ensure timely delivery of appropriate educational services to adjudicated youth. </p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated Youth</u></p>	<p>Position related expense</p>
<p>In collaboration with district leadership and alternative education teachers and staff, begin implementation of the newly revised Tehama Plan for Expelled Youth. 1. Work with county administrators, TCDE departments (Special Education, Educational Support Services, Student Support Services) and community partners to design and implement focused professional development for alternative education employees. 2. Seek additional counseling and mental health resources for increased direct services to CDS students; implementation target = 2016-2017</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>Coordinated funding through districts and department related expenses</p>
<p>JJC and TCDE staff will work with community partners (Tehama Job Training Center, Expect More Tehama, Probation, DA, Courts, Shasta College) to establish and provide job training opportunities for adjudicated youth at the Juvenile Justice Center.</p>	<p>JJC</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated Youth;</u> <u>Expelled Youth</u></p>	<p>Program and position related expenses - Goals 1 and 2</p>
<p>Work with districts/schools/community partners (Child Welfare/Social Services/Probation/Law Enforcement/Courts) to minimize school placement transition and ensure the delivery and coordination of educational services for adjudicated youth, expelled youth and Foster/Homeless youth. Establish a cohesive data system for seamless and</p>	<p>JJC Foster/ Homeless</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>Program and position related expenses - Goals 1 and 2</p>

<p>efficient transfer of health, enrollment and educational information (Health and Education Passport) for adjudicated youth, expelled youth and Foster/Homeless youth.</p>		<p>(Specify) <u>Adjudicated Youth</u></p>	
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Indicators of progress include:</p> <ul style="list-style-type: none"> • Successful fiscal and administrative oversight of alternative educational programs • Documentation of county-wide implementation of Tehama Plan for Expelled Youth o CDS professional development design, participation and pre/post participant self-assessments, improved instructional practice as measured by self-reflective reports and administrator walk-throughs o Increased counseling service records (fiscal records, service logs) – projected implementation 2016-2017 • Truancy/Suspension/Expulsion percentage data (county-wide, district and school) – multi-year analysis reflecting progress toward reduction of incidents and incident types; fewer SARB referrals • Monitoring of student academic metrics reflecting academic progress (both by school and student sub-group) using state indicators (SBAC, CELDT, CAHSEE, A to G eligibility rates), national indicators (AP participation and scores, ACT/SAT participation and scores) and local indicators (district identified benchmark assessments) • Monitoring rates of enrollment and participation in alternative education options
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide fiscal, technology and administrative oversight and instructional support to Juvenile Justice Center and dependent charters - Lincoln Street School and Tehama eLearning Academy</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Position related expense - Goal 1</p>
<p>Provide certificated and classified support staff for Juvenile Justice Center – salaries and benefits. Additional certificated and classified salary, benefits to be provided through other revenue sources.</p>	<p>JJC</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>21.65 FTE Certificated Staff - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 1000-1999: Certificated Personnel Salaries LCFF 156,539</p> <p>0.7 FTE Classified Staff - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 2000-2999: Classified Personnel Salaries LCFF 16,412</p> <p>Benefits - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 3000-3999: Employee</p>

		(Specify) Adjudicated Youth	Benefits LCFF 46,159
Juvenile Justice Center staff will strengthen Juvenile Justice Center instructional program to include: <ul style="list-style-type: none"> Arts, Physical Education, A to G curriculum options, and CTE curriculum options and job training opportunities, frequent communication with probation, law enforcement and court system to ensure timely delivery of appropriate educational services to adjudicated youth. 		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Adjudicated Youth	Supplies and Materials 4000-4999: Books And Supplies LCFF 750 Guest instructors/presenters 5800: Professional/Consulting Services And Operating Expenditures LCFF 13,157
In collaboration with district leadership and alternative education teachers and staff, continue implementation of the newly revised Tehama Plan for Expelled Youth. <ol style="list-style-type: none"> Work with county administrators, TCDE departments (Special Education, Educational Support Services, Student Support Services) and community partners to design and implement focused professional development for alternative education employees. Seek additional counseling and mental health resources for increased direct services to CDS students 	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	Coordinated funding through districts and department related expenses Other
JJC and TCDE staff will continue work with community partners (Tehama Job Training Center, Expect More Tehama, Probation, DA, Courts, Shasta College) to establish and provide job training opportunities for adjudicated youth at the Juvenile Justice Center.	JJC	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Adjudicated Youth	Program and Position related expenses - Goal 1 and 2
Continue the work with districts/schools/community partners (Child Welfare/Social Services/Probation/Law Enforcement/Courts) to minimize school placement transition and ensure the delivery and coordination of educational services for adjudicated youth, expelled youth and Foster/Homeless youth.	JJC Foster/Homeless	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Program and Position related expenses - Goals 1 and 2

<p>Implement a cohesive data system for seamless and efficient transfer of health, enrollment and educational information (Health and Education Passport) for adjudicated youth, expelled youth and Foster/Homeless youth.</p>		<p>English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated Youth</u></p>	
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LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Indicators of progress include:</p> <ul style="list-style-type: none"> • Successful fiscal and administrative oversight of alternative educational programs • Documentation of county-wide implementation of Tehama Plan for Expelled Youth <ul style="list-style-type: none"> o CDS professional development design, participation and pre/post participant self-assessments, improved instructional practice as measured by self-reflective reports and administrator walk-throughs o Increased counseling service records (fiscal records, service logs) – projected implementation 2016-2017 • Truancy/Suspension/Expulsion percentage data (county-wide, district and school) – multi-year analysis reflecting progress toward reduction of incidents and incident types; fewer SARB referrals • Monitoring of student academic metrics reflecting academic progress (both by school and student sub-group) using state indicators (SBAC, CELDT, CAHSEE, A to G eligibility rates), national indicators (AP participation and scores, ACT/SAT participation and scores) and local indicators (district identified benchmark assessments) • Monitoring rates of enrollment and participation in alternative education options
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide fiscal, technology and administrative oversight and instructional support to Juvenile Justice Center and dependent charters - Lincoln Street School and Tehama eLearning Academy.</p>	<p>School-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Position related expense - Goal 1</p>
<p>Provide certificated and classified support staff for Juvenile Justice Center – salaries and benefits. Additional certificated and classified salary, benefits to be provided through other revenue sources.</p>	<p>JJC</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent</p>	<p>1.65 FTE Certificated Staff - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 1000-1999: Certificated Personnel Salaries LCFF 156,539</p> <p>0.7 FTE Classified Staff - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 2000-2999: Classified Personnel Salaries LCFF 16,412</p>

		English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated Youth</u>	Benefits - amount based on 2015-16 cost; adjustment to be made in 2016-17 LCAP Update 3000-3999: Employee Benefits LCFF 46,159
Juvenile Justice Center staff will continue to strengthen Juvenile Justice Center instructional program to include: <ul style="list-style-type: none"> Arts, Physical Education, A to G curriculum options, and CTE curriculum options and job training opportunities, frequent communication with probation, law enforcement and court system to ensure timely delivery of appropriate educational services to adjudicated youth. 	JJC	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated Youth</u>	Supplies and Materials 4000-4999: Books And Supplies LCFF 750 Guest Instructors/Presenters 5800: Professional/Consulting Services And Operating Expenditures LCFF 13,157
In collaboration with district leadership and alternative education teachers and staff, continue implementation of the newly revised Tehama Plan for Expelled Youth. <ol style="list-style-type: none"> Work with county administrators, TCDE departments (Special Education, Educational Support Services, Student Support Services) and community partners to design and implement focused professional development for alternative education employees. Seek additional counseling and mental health resources for increased direct services to CDS students 	County-wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u>	Coordinated funding through districts and department related expenses
JJC and TCDE staff will continue work with community partners (Tehama Job Training Center, Expect More Tehama, Probation, DA, Courts, Shasta College) to establish and provide job training opportunities for adjudicated youth at the Juvenile Justice Center.	JJC	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated Youth</u>	Program and Position related expenses - Goals 1 and 2
Continue the work with districts/schools/community partners (Child Welfare/Social Services/Probation/Law Enforcement/Courts) to minimize school placement transition and ensure the delivery and coordination of	JJC Foster/ Homeless	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Program and Position related expenses - Goals 1 and 2

<p>educational services for adjudicated youth, expelled youth and Foster/Homeless youth.</p> <p>Continue implementation of a cohesive data system for seamless and efficient transfer of health, enrollment and educational information (Health and Education Passport) for adjudicated youth, expelled youth and Foster/Homeless youth.</p>		<p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Adjudicated Youth</u></p>	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>TCDE will serve as a representative voice across the region and state for the districts, schools and educators of Tehama county through education advocacy and policy development.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Small, rural districts and schools have needs unique to their context. Feedback from district stakeholders and data assembled aligned to LCAP priorities indicate a need for a regional and state-wide voice to advocate for the unique needs of rural Tehama County so that Tehama districts and schools can better meet their LCAP goals and actions based on state LCAP priorities. Specifically, requests were made for TCDE leadership and advocacy to assist with:</p> <ul style="list-style-type: none"> • Recruitment of highly qualified teachers and substitutes (priority 1) • Technology access and innovation (i.e., technology solutions for connecting educators for greater collaboration, access to CCSS aligned instructional resources and assessments, data collection and sharing to improve school to school and school to work transitions, communicating and engaging with parents/community partners and student access to technology for greater student engagement, academic achievement and college/career readiness) (priorities 2, 3, 4, 5, 7 and 8) • Community connections for career readiness and job training (priority 8) • Multi-agency coordination to better meet the social, emotional and mental health needs of at-risk youth (priority 6) • Identification of resources and expertise to better meet the instructional needs of English Learners (priority 4) • Advocating for state and grant resources to meet the unique needs of small districts, specifically: CTE funding, facilities funding, transportation needs (priorities 1, 4, and 8) 	
<p>Goal Applies to:</p>	<p>Schools: All Tehama Districts and Schools</p> <p>Applicable Pupil Subgroups:</p>	<p>All Tehama students</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<p>Indicators of progress are:</p> <ul style="list-style-type: none"> • Regional and state policy organization participation records • Successful district efforts in teacher/substitute recruitment; no teacher vacancies • Successful advocacy efforts in meeting small district needs – CTE funds, facilities funds, transportation resources • Increased county-wide internet access, improved data systems and data collection/validation; access to CCSS aligned curriculum and assessments; established on-line communications systems with parents/community members (auto-dialers, websites, email communication structures, parent portals) • Grant funding increases to Tehama county districts, schools and education partners • Multi-agency support structure for at-risk youth; participation records; appropriate documents from meetings and agendas • Improved district and school level English Learner achievement (ELA. Math and English proficiency) • Tehama county education/community partnerships featured as models of effective practice • Positive feedback on TCDE advocacy efforts collected from district and school stakeholders through personal communication and annual surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
TCDE administration and department heads will actively participate in regional and state-wide policy groups: California County Superintendents Educational Services Association, Curriculum and Instruction Steering Committee, Personnel Administrative Services Steering Committee, Business and Administration Steering Committee, Regional Assessment Network, Regional System of District and School Support, Categorical Directors, North Eastern Regional Curriculum Committee, Small School Districts Association, California School Boards Association	County Office	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Program and Position related expense - Goal 1
TCDE administration and department heads will actively engage and seek guidance from Tehama county educators and community partners to establish local needs and develop policy positions and strategies through regular on-site consultation and personal communication, scheduled meetings, professional development opportunities and annual surveys.	County office	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Program and Position related expense - Goal 1
TCDE leadership will identify and develop new local, regional and state partnerships to strengthen and increase educational options for Tehama residents, to	County office	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Program and Position related expense - Goal 1

<p>include seeking and securing outside funding opportunities. Areas of need include:</p> <ul style="list-style-type: none"> • Technology access and innovation • Staffing recruitment, especially in ELD, Special Education, behavioral and academic intervention • Family support structures and • Drop-out prevention • Career/Technical Education • Facility improvements and additions 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Indicators of progress are:</p> <ul style="list-style-type: none"> • Regional and state policy organization participation records • Successful district efforts in teacher/substitute recruitment; no teacher vacancies • Successful advocacy efforts in meeting small district needs – CTE funds, facilities funds, transportation resources • Increased county-wide internet access, improved data systems and data collection/validation; access to CCSS aligned curriculum and assessments; established on-line communications systems with parents/community members (auto-dialers, websites, email communication structures, parent portals) • Grant funding increases to Tehama county districts, schools and education partners • Multi-agency support structure for at-risk youth; participation records; appropriate documents from meetings and agendas • Improved district and school level English Learner achievement (ELA, Math and English proficiency) • Tehama county education/community partnerships featured as models of effective practice • Positive feedback on TCDE advocacy efforts collected from district and school stakeholders through personal communication and annual surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TCDE administration and department heads will actively participate in regional and state-wide policy groups: California County Superintendents Educational Services Association, Curriculum and Instruction Steering Committee, Personnel Administrative Services Steering Committee, Business and Administration Steering Committee, Regional Assessment Network, Regional System of District and School Support, Categorical Directors, North Eastern Regional Curriculum Committee, Small School Districts Association, California School Boards Association</p>	<p>County office</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Program and Position related expense - Goal 1</p>
<p>TCDE administration and department heads will</p>	<p>County</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Program and Position related expense</p>

<p>continue to actively engage and seek guidance from Tehama county educators and community partners to establish local needs and develop policy positions and strategies through regular on-site consultation and personal communication, scheduled meetings, professional development opportunities and annual surveys.</p>	<p>office</p>	<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>TCDE leadership will identify and develop new local, regional and state partnerships to strengthen and increase educational options for Tehama residents, to include seeking and securing outside funding opportunities. Areas of need include:</p> <ul style="list-style-type: none"> • Technology access and innovation • Staffing recruitment, especially in ELD, Special Education, behavioral and academic intervention • Family support structures and drop-out prevention • Career/Technical Education • Facility improvements and additions 	<p>County office</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Program and Position related expense - Goal 1</p>

LCAP Year 3: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Indicators of progress are:</p> <ul style="list-style-type: none"> • Regional and state policy organization participation records • Successful district efforts in teacher/substitute recruitment; no teacher vacancies • Successful advocacy efforts in meeting small district needs – CTE funds, facilities funds, transportation resources • Increased county-wide internet access, improved data systems and data collection/validation; access to CCSS aligned curriculum and assessments; established on-line communications systems with parents/community members (auto-dialers, websites, email communication structures, parent portals) • Grant funding increases to Tehama county districts, schools and education partners • Multi-agency support structure for at-risk youth; participation records; appropriate documents from meetings and agendas • Improved district and school level English Learner achievement (ELA, Math and English proficiency) • Tehama county education/community partnerships featured as models of effective practice • Positive feedback on TCDE advocacy efforts collected from district and school stakeholders through personal communication and annual surveys
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>TCDE administration and department heads will actively</p>	<p>County</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Program and Position related expense - Goal 1</p>

<p>participate in regional and state-wide policy groups: California County Superintendents Educational Services Association, Curriculum and Instruction Steering Committee, Personnel Administrative Services Steering Committee, Business and Administration Steering Committee, Regional Assessment Network, Regional System of District and School Support, Categorical Directors, North Eastern Regional Curriculum Committee, Small School Districts Association, California School Boards Association</p>	<p>office</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>TCDE administration and department heads will continue to actively engage and seek guidance from Tehama county educators and community partners to establish local needs and develop policy positions and strategies through regular on-site consultation and personal communication, scheduled meetings, professional development opportunities and annual surveys.</p>	<p>County office</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program and Position related expense - Goal 1</p>
<p>TCDE leadership will identify and develop new local, regional and state partnerships to strengthen and increase educational options for Tehama residents, to include seeking and securing outside funding opportunities. Areas of need include:</p> <ul style="list-style-type: none"> • Technology access and innovation • Staffing recruitment, especially in ELD, Special Education, behavioral and academic intervention • Family support structures and drop-out prevention • Career/Technical Education • Facility improvements and additions 	<p>County office</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Program and Position related expense - Goal 1</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase the percentage of teachers/administrators that participate in adult learning focused on standards-based/standards-aligned instruction and materials, the implementation of the English Language Development (ELD) Standards in tandem with California Common Core State Standards (CCSS) for ELA/Math, and the use of effective instructional strategies. The ESS and technology support personnel will continue to provide, expand and customize services to districts and school sites.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: ALL ----- Applicable Pupil Subgroups: Incarcerated youth, all Tehama students		
Expected Annual Measurable Outcomes:	<p>1) A greater percentage of students attend schools in districts that have developed a CCSS implementation plan.</p> <p>2) As a result of the resources being directed toward professional development pupils will increasingly receive an articulated and aligned curriculum from teachers who have received training in effective and researched based CCSS instructional practices. All teachers within Tehama County will have completed the "Transforming ELA/Literacy Inventory."</p> <p>3) Internal charts reflect increasing numbers of students are being provided with greater instructional supports as determined by school and district needs.</p> <p>6a) 100% of students in TCDE will benefit from a consistent student information reporting system that includes current data (transcripts, attendance records, etc.)</p> <p>9a) 100% of SDC K-Adult students will benefit from four units of CCSS aligned curriculum and two embedded benchmarks per unit three times a year.</p> <p>9b) 100% of exceptional needs preschool students will benefit from a scaffold CCSS curriculum that has been aligned with the DRDP and HELP.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>~Surveys from district and school staff indicate better CCSS trained educators using a variety of web-based curricular resources; a need exists for CCSS aligned curriculum.</p> <p>~Results from the Transforming ELA/Literacy Inventory indicate deeper understanding and implementation of CCSS across the county.</p> <p>~ESS data indicate strong services providing instructional supports (coaching, consultation, on-site professional development) to Tehama districts.</p> <p>~All but two Tehama districts now use Aeries as a student information system.</p> <p>~All Special Education students receiving CCSS aligned instruction and benchmark assessments though the use of Unique Learning System.</p> <p>~All Special Education preschool students receiving instruction based on alignment of DRDP and HELP to CCSS.</p>	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Provide teachers with opportunities to learn how to effectively use CCSS aligned technology in their classrooms for assessments and CCSS instruction.	Budgeted Expenditures	TCDE sponsored Ed Tech professional learning included Google aps, implementation coaching and support. These services were provided in house and on school sites. @ 50% of position	Estimated Actual Annual Expenditures
	Educational Technology 1.0 FTE 2000-2999: Classified Personnel Salaries Base 28,160 Benefits 3000-3999: Employee _____		Educational Technology ____ FTE 2000-2999: Classified Personnel Salaries Base _____ Benefits 3000-3999: Employee _____

		Benefits Base	cost.	Benefits Base
Scope of Service	County-wide		Scope of Service	County-wide
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to offer high quality affordable professional development and build coaching capacity/sustainability that includes supports to districts with the development and implementation of their CCSS plans. This also includes service to community with scheduled events such as Science Night, Author Visit, Writing Celebration, Career Day, Fair Day, 8th Grade Leadership Day, etc.		4.0 FTE (2.0 Cert. and 2.0 Clsfd.) 1000-1999: Certificated Personnel Salaries Base 295,000 2000-2999: Classified Personnel Salaries Base 3000-3999: Employee Benefits Base	Personnel provided CCSS aligned professional development and coaching. Community events provided and documentation retained. All LEAs provided with opportunities to attend CCSS academies and offered customized supports for professional development.	
			2.0 FTE 1000-1999: Certificated Personnel Salaries Base 118,704 2.0 FTE 2000-2999: Classified Personnel Salaries Base 48,205 3000-3999: Employee Benefits Base 46,410	
Scope of Service	County-wide		Scope of Service	County-wide
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Review the Title III plans with districts that failed their Annual Measurable Achievement Objectives (AMAO) to ensure inclusion of the CCSS standards and newly revised English		Short term contract 1000-1999: Certificated Personnel Salaries Federal	Title III Plans reviewed and monitored; new goals set for next school year; expenditures from Federal revenue source.	
			Short term contract 1000-1999: Certificated Personnel Salaries Federal NA	

Language Development (ELD) standards.							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">11 districts in Title III consortium</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	11 districts in Title III consortium		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">11 districts in Title III consortium</td> </tr> </table> <p> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	11 districts in Title III consortium	
Scope of Service	11 districts in Title III consortium						
Scope of Service	11 districts in Title III consortium						
Assist Program Improvement (PI) districts and schools through RSDSS and other county technical assistance work in understanding and meeting all "Program Improvement" sanctions, and developing, updating, and implementing LEA Plans/Addendums and SPSAs through school and district leadership teams. Support districts and schools in the development and implementation of school plans which incorporate the state initiatives (CCSS, ELD, Response To Intervention, SBAC, etc.)	1.0 FTE 1000-1999: Certificated Personnel Salaries Federal 1.0 FTE 2000-2999: Classified Personnel Salaries Federal	ALL LEAs and schools identified as being in NCLB Program Improvement have been provided with technical assistance through the Regional System for District and School Support (RSDSS). Expenditures from federal revenue source.	1.0 FTE 1000-1999: Certificated Personnel Salaries Federal NA 1.0 FTE 2000-2999: Classified Personnel Salaries Federal NA Benefits 2000-2999: Classified Personnel Salaries Federal NA				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Region 2 counties</td> </tr> </table> <p> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	Region 2 counties		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Region 2 counties</td> </tr> </table> <p> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	Scope of Service	Region 2 counties	
Scope of Service	Region 2 counties						
Scope of Service	Region 2 counties						
Implement the "Transforming CCSS ELA/Literacy and Mathematics"	Printed materials 4000-4999: Books And Supplies Base	Initial and follow-up results from teachers indicate the following:	Printed materials 4000-4999: Books And Supplies Base 10.00				

<p>implementation local survey tool for teacher, school and system-wide needs assessment.</p>		<p>1. greater awareness of CCSS than previous year 2. stronger implementation of CCSS than previous year 3. continued need for professional development</p>	
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement SBAC professional learning for districts and local school boards. Provide support to teachers in their communication of SBAC to parents. Continue collaboration with CDE Senior Assessment Fellows to help enhance the collaboration, relationships and communication between CDE and districts to ensure successful implementation of CAASPP including the SBAC.</p>		<p>SBAC professional learning opportunities provided through the ESS department and training videos as the become available are immediately posted onto the County website.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Work with SERRF, CPIN, BTSA and SPED to align training with CCSS.</p>		<p>Collaborative CCSS professional development opportunities provided to admin, teachers and paraprofessionals.</p>	<p>Program and Position related expenses</p>
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide continued support of technology to districts and school sites. Technology Center, Web Hosting, LAN Support Services, Internet Service Provider, Education Technology, Attendance, Doc Star.</p>	<p>6.0 FTE 2000-2999: Classified Personnel Salaries Base 325,000 6.0 FTE 3000-3999: Employee Benefits Base</p>	<p>Technology support provided</p>	<p>5.0 FTE 2000-2999: Classified Personnel Salaries Base 249,947 5.0 FTE 3000-3999: Employee Benefits Base 82,051 Contracted Services - 1.0 FTE 5000-5999: Services And Other Operating Expenditures Base 127,000</p>
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ESS will assist LEAs with development of CCSS and implementation of CCSS communication plans at a rate of 20% annually.</p>		<p>LEA support provided; work to be continued.</p>	<p>Program related expense</p>

<p>Scope of Service</p> <p>County-wide</p>		<p>Scope of Service</p> <p>County-wide</p>	
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Exceptional needs Pre-School staff alignment with CCSS (ELA and Math), DRDP and HELP.</p>	<p>1000-1999: Certificated Personnel Salaries Base 1,675</p> <p>2000-2999: Classified Personnel Salaries Base 1,675</p> <p>3000-3999: Employee Benefits Base 1,650</p>	<p>Alignment work done; document produced; instruction following alignment document</p>	<p>Position related expense; cost captured in Special Education budget.</p>
<p>Scope of Service</p> <p>County-wide</p>		<p>Scope of Service</p> <p>County-wide</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education Preschool students</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Special Education Preschool students</p>	
<p>Provide ELD Standards and instructional program training.</p>		<p>Six ELD standards sessions provided (three Integrated; three Designated). Need for continued ELD professional development identified.</p>	<p>Position related expense; position funded through ESS and RSDSS</p>
<p>Scope of Service</p> <p>County-wide</p>		<p>Scope of Service</p> <p>County-wide</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Actions accomplished; continued need for CCSS/ELD/NGSS Standards professional learning opportunities; include options with classroom technology applications • Technology support expense greater than originally budgeted; additional cost related to network upgrade county-wide; continued need for technology support 		

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

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

Original GOAL 2 from prior year LCAP:	Provide technical (fiscal and academic) oversight of fourteen school districts and two charter schools within Tehama County including highly qualified teachers, maintenance and operations and sufficiency of standards aligned materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: County run facilities; staffing and instructional materials oversight for all county districts/schools.
	Applicable Pupil Subgroups: adjudicated youth, at-risk youth, non-traditional students

Expected Annual Measurable Outcomes:	Tehama county students will be provided with adequate levels of services and supports. 100% of pupils that are provided with direct services through TCDE will continue to receive instruction from appropriately credentialed teachers. 100% of pupils will continue to be provided with standards aligned instructional materials. 100% of pupils will continue to receive educational services delivered in buildings that are safe and clean. 100% of students with disabilities will benefit when parents are actively involved in decision making and participation programs.	Actual Annual Measurable Outcomes:	TCDE provided services to all Tehama county students: ~appropriately credentialed teachers ~standards aligned curricular materials and resources ~educational services delivered in safe and clean facilities ~active parent participation opportunities (Special Education, English Learners, Foster youth, expelled and adjudicated youth) ~fiscal oversight ~administrative oversight
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LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
	Administrative Services: To include Superintendent/Deputy Superintendent, Business Services and Human Resources	17.95 FTE 0000: Unrestricted Base 1,180,100 2.7 FTE (EPA) 0000: Unrestricted Base 246,303	Oversight and services fully provided.	3.85 FTE 1000-1999: Certificated Personnel Salaries Base 498,202 16.75 FTE 2000-2999: Classified Personnel Salaries Base 876,587 3000-3999: Employee Benefits Base 355,617
Scope of Service	County-wide		Scope of Service	County-wide
<input checked="" type="checkbox"/> All	-----		<input checked="" type="checkbox"/> All	-----
OR:			OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Administrative Services: Maintenance & Operations</p>	<p>9.75 FTE 2000-2999: Classified Personnel Salaries Base 571,826</p>	<p>Services fully provided.</p>	<p>8.0 FTE 2000-2999: Classified Personnel Salaries Base 390,911 3000-3999: Employee Benefits Base 128,125</p>
<p>Scope of Service: County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Continue to insure that every pupil has access to standards-aligned instructional materials.</p>		<p>Williams inspections completed; Williams Complaints monitored - none filed during 2014-2015.</p>	<p>Position related expense</p>
<p>Scope of Service: County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Continue to provide "induction" services to insure that teachers are fully credentialed and prepared to</p>	<p>1.0 FTE 1000-1999: Certificated Personnel Salaries Other 2.05 FTE 2000-2999: Classified</p>	<p>Induction services provided across region.</p>	<p>Position related expense - 1.0 FTE 1000-1999: Certificated Personnel Salaries Other</p>

<p>enter the teaching field.</p>	<p>Personnel Salaries Other</p>		<p>Position related expense - 2.05 FTE 2000-2999: Classified Personnel Salaries Other</p>
<p>Scope of Service: Region 2</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Region 2</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>ROP - Funding continued through 2014-15. \$217.00 additional and discretionary (CTE) grades 9-12 student effective 13-14 and beyond received by high schools.</p>	<p>Support for participating high schools: (Red Bluff High) - \$374,701 (Corning High) - \$221,957 (Los Molinos High) - \$32,285 7000-7439: Other Outgo Base 628,943</p>	<p>ROP services completed. (Red Bluff High) - \$374,701 (Corning High) - \$221,957 (Los Molinos High) - \$32,285</p>	<p>Allocations completed as planned. 7000-7439: Other Outgo Base 628,943</p>
<p>Scope of Service: County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Exceptional Needs: A parent survey will be developed and pre and post data will be analyzed to ensure parents are actively engaged in meaningful participation in their child's education during IEPs and School-to-Home instructional connections.</p>	<p>Develop parent survey and use results to inform action planning. 5000-5999: Services And Other Operating Expenditures Base 2,000</p>	<p>Special Education parent survey completed; data indicate need for transitional information and service.</p>	<p>Program related expenses in Special Education budget</p>

Scope of Service	Special Education classrooms		Scope of Service	Special Education classrooms	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities			<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Students with Disabilities		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	• Actual administrative services included 20.60 FTE; 17.95 FTE was budgeted; additional FTE due to need for Maintenance support				

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

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

Original GOAL 3 from prior year LCAP:	Continue to promote parental involvement in the Early Childhood Education and SERRF programs. Continue to monitor and reduce annual truancy, suspension, expulsion and drop-out rates countywide.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All County schools	Applicable Pupil Subgroups: All Tehama students
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Expected Annual Measurable Outcomes:	Regardless of parent education, family income, or background increased parent and family involvement correlates with higher academic performance and school improvement. Each of the Early Childhood programs has established goals/criteria used for reporting and monitoring progress. Student achievement for pupils who are enrolled in SERRF will continue to increase as evidenced in statewide assessments and attendance. <hr/> Lower truancy, suspension, expulsion and drop out rates all increase opportunities for pupils to attend school in a safe and supportive learning environment.	Actual Annual Measurable Outcomes:	Parent involvement leadership and activities provided; data collected indicate continued need for active parent participation. SERRF attendance and student achievement data strong. Admin surveys indicate strong county-wide support for transformed SARB process and personnel. Data indicate increased county-wide suspension rate - increase could be result of cleaner reporting and the need for county-wide common definition of suspension; need for SARB leadership continues; need for coordinated mental/social/behavioral services identified. <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Tehama County 2014</td> <td style="width: 15%;">2011-2012</td> <td style="width: 15%;">2012-2013</td> <td style="width: 15%;">2013-2014</td> </tr> <tr> <td>Truancy Rates</td> <td>20%</td> <td>17.88%</td> <td></td> </tr> <tr> <td>Suspension Rates</td> <td>5.4%</td> <td>5.4%</td> <td></td> </tr> <tr> <td>6.8%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Expulsion Rates</td> <td>0.1%</td> <td>0.1%</td> <td></td> </tr> <tr> <td>0.1%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cohort Drop-out Rates</td> <td>11.8%</td> <td>15%</td> <td></td> </tr> </table>	Tehama County 2014	2011-2012	2012-2013	2013-2014	Truancy Rates	20%	17.88%		Suspension Rates	5.4%	5.4%		6.8%				Expulsion Rates	0.1%	0.1%		0.1%				Cohort Drop-out Rates	11.8%	15%	
Tehama County 2014	2011-2012	2012-2013	2013-2014																												
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to decrease truancy rates county wide.		SARB services provided county-wide. 2013-14 county-wide truancy rates unavailable in April 2015; 2012-13 rated show a decrease.	0.6 FTE 2000-2999: Classified Personnel Salaries Concentration 51,320 3000-3999: Employee Benefits Concentration 12,974

			0.5 FTE - District Attorney investigator contract 5000-5999: Services And Other Operating Expenditures Concentration 64,957
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Monitor county wide suspension rates. (52060d.6a)</p>		<p>Data indicate increased county-wide suspension rate-not all districts share common definition of suspension; need for leadership continues. Monitoring ongoing.</p>	<p>See action above</p>
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain low expulsion rates of 0.1% or less annually. (52060d.6b)</p>		<p>Rate achieved for 2013-2014; monitoring ongoing.</p>	<p>See action above</p>
<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service County-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>Adjusted grade 9-12 drop out rates will decrease annually.</p>		<p>Rate increased in 2012-2013; need for active intervention indicated; monitoring ongoing.</p>	<p>Program related expense</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">County-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	County-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">County-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	County-wide	
Scope of Service	County-wide						
Scope of Service	County-wide						
<p>Provide oversight of SARB, safety & violence prevention, tobacco use & prevention, probation case management, mentoring program, prevention project, teen pregnancy prevention.</p>	<p>Safety and Violence Oversight - Annual School Safety Summit and update of District Safety Plans. 0000: Unrestricted Base 9,658</p> <p>SARB - 1.0 coordinating with attendance clerks, hearings, admin. staff at districts, department of probation and early intervention efforts. 2000-2999: Classified Personnel Salaries Concentration 42,400</p> <p>3000-3999: Employee Benefits Concentration 10,600</p>	<p>SARB oversight provided; safety and prevention activities continued; need remains. County-wide Safety Summit provided in February 2015. Safety Database piloted in 3 districts.</p>	<p>See Noelle about payment</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">County-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	Scope of Service	County-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">County-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	Scope of Service	County-wide	
Scope of Service	County-wide						
Scope of Service	County-wide						

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)					
Continue to provide oversight and support of Early Childhood Education (ECE) Programs and First 5.	Student Support Services - Early Childhood Education and First 5. 0000: Unrestricted Base 90,000	Oversight and support of Early Childhood Education School Readiness program provided. Service expansion into Red Bluff Elementary School District.	Van purchase (2) 6000-6999: Capital Outlay Supplemental 50,709 4000-4999: Books And Supplies Supplemental 20,000 Building rental 5000-5999: Services And Other Operating Expenditures Supplemental 11,000				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>County-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	County-wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>County-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Scope of Service	County-wide	
Scope of Service	County-wide						
Scope of Service	County-wide						
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • Slight decrease in county-wide truancy rates • Increase in county-wide suspension rates • Increase in county-wide cohort drop-out rate • School readiness expansion successful SARB and monitoring services will continue.						

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

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

Original GOAL 4 from prior year LCAP:	Continue to provide direct services to TCDE Special Education pupils and to insure that all students identified through Special Education will continue to receive services as determined through their Individualized Education Plans (IEPs) including CCSS and ELD strategies.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Gerber Elementary, Berrendos, Red Bluff High School and Tehama Adult Learning Center. Students with disabilities. Districts and Schools with EL students ----- Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Pupils identified through Special Education will continue to receive individualized services as determined through their IEPs and benefit from an articulated Pre-K - Adult delivery system. (See goal #1). 100% of pupils who receive instruction from teachers who understand EL policies and programs.	Actual Annual Measurable Outcomes:	Special Education services provided in alignment with IEPs. ELD instruction addressed through ELD Standards professional development and Title III Consortium work.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide direct services to TCDE Special Education pupils. Scope of Service: County Sp Ed Programs _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English	78.175 FTE 0000: Unrestricted Other 6,360,000 Transportation 0000: Unrestricted Base 391,000	Services provided. Scope of Service: County Sp Ed Programs _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Transportation expenses 0000: Unrestricted Base 390,254

proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u>					
Continue to provide services through RSDSS.		Services provided.	<u>See Goal 1 Federal</u>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Region 2</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Region 2		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Region 2</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Region 2	
Scope of Service	Region 2						
Scope of Service	Region 2						
		In conjunction with Special Education teachers, the SELPA director has reviewed the 29 IEPS to determine the levels of supports needed by students.					
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service				
Scope of Service							
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal language redundant; eliminate goal						

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

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

Original GOAL 5 from prior year LCAP:	Revise and adopt the "Plan for Expelled Youth" - Section 48926. Demonstrate increased community agency involvement, parent involvement, CCSS materials, professional development, ELD standards and improved technology.	Related State and/or Local Priorities: 1 _ 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: 9 X 10 _ Local : Specify	
Goal Applies to:	Schools: Juvenile Justice Program (Court School); All Tehama districts/schools Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Pupils will be provided with support and services in preparation for reunification with their families with an articulated and aligned curriculum. The transition from juvenile hall to their next school will be relevant and made easier for the pupil. 1) 100% of visitors will continue to use the sign-in sheets for visitation. 2) 100% of visitations made by parents are safe and appropriate. 3) 100% of the materials used for JJC students will be CCSS aligned. 4) 100% of expelled and at-risk students in TCDE will benefit from a current and articulated plan for their education. 5) 100% of students who leave JJC will experience a seamless transition of records into their school of residence. There will be personal follow up by an additional staff member to help strengthen the support system for adjudicated pupils and reduce the rate of recidivism.	Actual Annual Measurable Outcomes: Juvenile Justice Center data indicate: ~visitors were not asked to sign in upon entry ~visitations were safe and appropriate ~instructional materials were CCSS aligned; JJC staff participated in CCSS/NGSS professional development ~Tehama County Plan for Expelled Youth revised; implementation to begin 2015-2016 ~transition of records remains an issue. Aeries implementation provides some assistance, but communication remains incomplete when JJC students return to school or are released	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Increase the number of safe, appropriate and positive interactions that JJC parents will have with the school staff in support of their pupils.	Budgeted Expenditures	Action ongoing	Estimated Actual Annual Expenditures
			No cost
Scope of Service	School level	Scope of Service	School level

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Adjudicated youth</u></p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Adjudicated youth</u></p>	
<p>Insure all JJC pupils have access to CCSS aligned materials and continue to receive instruction from highly qualified and appropriately credentialed teachers.</p>		<p>Thematic units of instruction that are CCSS aligned are organized at the beginning of the year in a manner that is consistent with the scope and sequence of grades 9-12. Adjudicated youth have access to "Let's Go Learn" and "A+" online curriculum. Staff is highly qualified and appropriately credentialed.</p>	<p>Program related expense</p>
<p>Scope of Service School level</p>		<p>Scope of Service School level</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Adjudicated youth</u></p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Adjudicated youth</u></p>	
<p>All JJC pupils will have access to CCSS standards aligned supplemental instruction though the use of technology.</p>		<p>Adjudicated youth have access to "Let's Go Learn" and "A+" online curriculum.</p>	<p>Program related expense</p>
<p>Scope of Service School level</p>		<p>Scope of Service School level</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated youth</u></p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated youth</u></p>	
<p>Create and adopt a plan for expelled and at risk youth that includes increased alternatives for pupils.</p>		<p>The Tehama Plan for Expelled Youth was updated and distributed to county admin for vetting during Spring 2015. Implementation to begin 2015-16.</p>	<p>Program related expense</p>
<p>Scope of Service: County-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled and At-Risk youth</u></p>		<p>Scope of Service: County-wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled and At-Risk youth</u></p>	
<p>Follow up on each student as they transition from Juvenile Justice Court School will continue to take place through a phone call to the next school of attendance or by the pupil's probation officer.</p>		<p>Follow up provided but not consistent; this action will need to be addressed further during 2015-16 to establish regular practice.</p>	<p>Position related expense</p>
<p>Scope of Service: School wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Insure a greater amount of CCSS aligned materials and professional development is made available.</p>	<p>CCSS materials 4000-4999: Books And Supplies</p>	<p>CCSS professional development and materials provided to Juvenile Justice Center and TCDE charter schools.</p>	<p>No cost to LCFF</p>

<p>Common Core Plan w/TCDE (discussion 3.12.14 and approval 4.16.14).</p>	<p>Other 3,216 A Plus online and LGL online assessment/curriculum 4000-4999: Books And Supplies Other 6,500 Staff development and substitutes costs 5000-5999: Services And Other Operating Expenditures Other 4,500</p>	<p>Costs were carried through grant funds.</p>	
<p>Scope of Service: School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: School wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Work with social services, the court system and parents to insure there are opportunities to connect parents with adjudicated youth in advance of their release.</p>	<p>Classified Staff 1.4 FTE 2000-2999: Classified Personnel Salaries Concentration 80,800 Benefits 2000-2999: Classified Personnel Salaries Concentration 20,000</p>		
<p>Scope of Service: School wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to provide an educational program required by law and by fully credentialed teachers.</p>	<p>2.0 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Concentration 171,547</p>	<p>Juvenile Justice Center staff was provided: ~ 2.0 FTE Certificated staff</p>	

	<p>Certificated benefits 3000-3999: Employee Benefits Concentration 36,421</p> <p>1.625 Classified staff 2000-2999: Classified Personnel Salaries Other 47,199</p> <p>Classified benefits 3000-3999: Employee Benefits Other 7,300</p> <p>.25 Certificated Special Education 1000-1999: Certificated Personnel Salaries Other 6,000</p> <p>Operational oversight and costs (Includes state and federal funds - eg. T-1, lottery). Includes object codes 4-5. 0000: Unrestricted Base 66,066</p>	<p>~ 1.65 FTE Classified staff ~ 0.25 Psych services ~ administrative and fiscal oversight (using funds from Title I N&D and Lottery)</p>	
<p>Scope of Service School wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) adjudicated youth</p>		<p>Scope of Service School wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) adjudicated youth</p>	
<p>Enhanced programs and services to provide additional opportunities for adjudicated youth.</p>	<p>Misc. to include: Guest speakers, TUPE, Survival Cooking, CPR/First Aide, Food Handler Certificate 0000: Unrestricted Base 3,100</p>	<p>Guest speaker for Survival Cooking and Food Handler Certificate provided.</p>	
<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continued need for actions to improve program and services at JJC and for district CDS; incorporate goal intent into a new alternative education goal		

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

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

Original GOAL 6 from prior year LCAP:	Work with social services/child welfare services to revise the existing or develop a new memorandum of understanding that includes a health and education passport. Work with school districts to insure (A) and (D) and identify all of TCDE foster youth throughout the year.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 <input checked="" type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: All Tehama Districts/Schools Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Foster Youth in Tehama County will benefit educationally, physically and emotionally from coordinated delivery of services. A) Minimize changes in school placement and transfer rate. Decreased transfer of foster youth to continuation and other alternative schools and decreased transfer of foster youth after a change in residential placement. To identify all Foster Youth within TCDE. (Baseline data not available). B) Timelines for providing education-related information to assist county child welfare agency in delivery of services to foster youth. Transferring foster youth will be promptly enrolled in the appropriate school and classes and transferring foster youth will be awarded credit for all work completed, including partial credits. C) Continue to maintain an average of 2 days in response to requests from juvenile court for information. D) Establish a mechanism for efficient expeditious transfer of health and education passport will include and be updated annually: academic achievement, truancy, drop-out rates and health information. The educational outcomes of foster youth will mirror that of the general student population.	Actual Annual Measurable Outcomes:	TCDE Student Support Services staff worked closely with Tehama districts to identify Foster/Homeless youth and provide appropriate services. A. School placement and transfer rates were minimized; Foster/Homeless contact person established at every Tehama school site B. Prompt enrollment accomplished; work credit provided C. Request response rate of 2 days maintained D. Tehama county continues to need a seamless and efficient system of establishing and communicating the Health and Education Passport. County wide services were provided to Foster and Homeless Youth. Services included: ~social services assistance and referral ~counseling for some - continues to be a need ~mentoring ~transportation to services ~provision of school and toiletry supplies
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Work with county child welfare agency to minimize changes in school placement.		TCDE Student Support Services staff worked with social services, districts and schools for school placement and provision of necessary school supplies.	Program related expense

<p>Scope of Service County-wide</p>		<p>Scope of Service County-wide</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide education-related information to the county child welfare agency to assist the county child welfare agency in the delivery of services to foster children, including, but not limited to, educational status and progress information that is required to be included in court reports.</p>		<p>Education related information provided; process needs fine tuning. Action ongoing into 2015-16.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p>		<p>Scope of Service County-wide</p>	
<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.</p>		<p>Requests honored in 2014-15. These services are more related to adjudicated youth and will be provided by the Juvenile Justice Center staff in 2015-16.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p>		<p>Scope of Service County-wide</p>	
<p><input type="checkbox"/> All OR:</p>		<p><input type="checkbox"/> All OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Adjudicated youth</u> 	
<p>Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>		<p>Tehama county continues to need a seamless and efficient system of establishing and communicating the Health and Education Passport. The system development will continue as an action step in 2015-16.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Develop a specific process where schools and districts communicate directly with county office about any change of placement or new identification of a foster youth.</p>		<p>This process was developed during 2014-15; Foster/Homeless contact person was established at every school site and two-way communication is occurring. The need is ongoing.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	

<p>Identify a point person at each district and school and provide protocols and professional development clarifying responsibilities.</p>		<p>Point person identified at each school in the county. Communication system established. See action statement above.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Monitor student achievement at the LEA and County Level of foster youth.</p>		<p>Student Support Staff monitored student achievement regularly; monitoring will continue as a function of Student Support Staff job requirements.</p>	<p>Program related expense</p>
<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service County-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Enhanced programs and services to provide additional opportunities for homeless and foster youth.</p>	<p>1.55 FTE to support administrative oversight and increased services. Eg. 1.0 FTE is shared between Juvenile Justice and Foster Youth.</p> <p>2000-2999: Classified Personnel Salaries Concentration 108,451</p> <p>Benefits 3000-3999: Employee Benefits Concentration 33,722</p> <p>0000: Unrestricted Concentration</p>	<p>Foster/Homeless staffing increased mid year.</p>	

		5,250			
Scope of Service	County wide		Scope of Service	County wide	
_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Actions identified in the 2014-15 Goal 6 are included in Support Services Staff job descriptions and do not need to be called out separately with the LCAP since related cost is incorporated into the positions. This goal will be embedded into Goal 2 of the 2015-16 LCAP Update.			

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

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

Original GOAL 7 from prior year LCAP:	Continue to report pupil achievement as required by (52060.2d 4A-G). Local measures of performance are determined by each district. Continue to sponsor county wide contests and events (Literacy, Art, Science Night, Science Fair and beginning summer 2014 offer 9-11 Science Technology Engineering and Mathematics (STEM) Camp.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: All Tehama Districts/Schools Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Pupil achievement will continue to be monitored through the California Assessment of Student Performance and Progress (CAASPP). Formative and summative measures will be used to inform and improve instruction that is delivered to pupils. Students to participate in one or more of the following events. Literacy Art Science Night Science Fair STEM Camp	Actual Annual Measurable Outcomes:	Student achievement data indicated a continued need for improved achievement in ELA and Math for all subgroups. 1. All Districts/Schools to participate in the CAASPP during Spring 2015. 2. Districts/Schools established local assessment structure for 2014-15 and collected data for inclusion in District LCAPs and reporting to School Boards. 3. TCDE sponsored student/parent events included: ~Literacy - stocking free book shelves at community locations, book give-aways December 14 (800+ books) and January 30, preschool book give-away at Children's Fair on April 25 ~Arts Celebration (February 6, 2015) ~Science Nights at participating schools ~Science Fair (May 1) ~STEM Camp scheduled for Summer 2015
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All Districts/Schools to participate in the CAASPP during Spring 2015.		All Districts/Schools participated in the CAASPP during Spring 2015.	Program related expense
Scope of Service: County-wide		Scope of Service: County-wide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Students to participate in one or more of the following events: Literacy, Art, Science Night, Science Fair and STEM Camp		Students participated in one or more of the following events: Literacy, Art, Science Night, Science Fair and STEM Camp.	Activity related expenses 4000-4999: Books And Supplies Base 6,968
Scope of Service: County-wide		Scope of Service: County-wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal language redundant; eliminate goal		

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

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

Original GOAL 8 from prior year LCAP:	Identify formative assessments and benchmarks that can be used in support of preparing students for statewide summative assessments. Continue 100% high school participation rate of American College Testing (ACT). Increase percentage of students scoring "21" or higher on the ACT. Explore and increase percentages of schools utilizing ACT's "Aspire" assessment planning tool.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: County-wide	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Results from the ACT will serve as an indicator of college readiness and be used to improve pupil learning. 2013-14 ACT report will reflect the following results: 20% of high school students will participate in the ACT. 50% of high school students will score "21" or higher. 5% of schools will use "Aspire."	Actual Annual Measurable Outcomes:	ACT participation and scores remain low across the county. 2013-14 results include: ~46.5% of eligible students took the ACT ~14% met all four ACT benchmarks (English, Math, Social Science, Biology) ~the average Tehama student ACT score was 18.9 out of 36
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
		ACT administered; participation and results continue to be a county-wide need.	District expense
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: County-wide; high schools <hr/> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		College Options in partnership with () has promoted opportunities for LEAs to understand and effectively utilize the ACT beginning in Grade 4.	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal language redundant; incorporate goal intent into student achievement goal		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$133,399
TCDE is using Supplemental and Concentration grant funds to directly address instructional services to adjudicated youth at the Juvenile Justice Center.	

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.

<input type="text"/>	<input type="text"/>	%
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Services to unduplicated pupils in Tehama county will be increased and improved though assignment of LCFF funds to school readiness (additional families to be served), to Foster youth services (additional staffing), and improved instruction for English Learners at the Juvenile Justice Center.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	10,786,062.00	4,158,894.00	4,441,395.00	4,441,395.00	4,401,395.00	13,284,185.00
Base	3,842,156.00	3,947,934.00	0.00	0.00	0.00	0.00
Concentration	509,191.00	129,251.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	4,385,795.00	4,385,795.00	4,345,795.00	13,117,385.00
Other	6,434,715.00	0.00	55,600.00	55,600.00	55,600.00	166,800.00
Supplemental	0.00	81,709.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	10,786,062.00	4,158,894.00	4,441,395.00	4,441,395.00	4,401,395.00	13,284,185.00
0000: Unrestricted	8,351,477.00	390,254.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	474,222.00	616,906.00	791,168.00	791,168.00	791,168.00	2,373,504.00
2000-2999: Classified Personnel Salaries	1,225,511.00	1,616,970.00	2,146,167.00	2,146,167.00	2,146,167.00	6,438,501.00
3000-3999: Employee Benefits	89,693.00	625,177.00	765,907.00	765,907.00	765,907.00	2,297,721.00
4000-4999: Books And Supplies	9,716.00	26,978.00	182,194.00	182,194.00	142,194.00	506,582.00
5000-5999: Services And Other Operating Expenditures	6,500.00	202,957.00	487,202.00	487,202.00	487,202.00	1,461,606.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	68,757.00	68,757.00	68,757.00	206,271.00
6000-6999: Capital Outlay	0.00	50,709.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	628,943.00	628,943.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	10,786,062.00	4,158,894.00	4,441,395.00	4,441,395.00	4,401,395.00	13,284,185.00
0000: Unrestricted	Base	1,986,227.00	390,254.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Concentration	5,250.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	6,360,000.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	296,675.00	616,906.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	171,547.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	791,168.00	791,168.00	791,168.00	2,373,504.00
1000-1999: Certificated Personnel Salaries	Other	6,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	926,661.00	1,565,650.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Concentration	251,651.00	51,320.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	2,146,167.00	2,146,167.00	2,146,167.00	6,438,501.00
2000-2999: Classified Personnel Salaries	Other	47,199.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	1,650.00	612,203.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Concentration	80,743.00	12,974.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	765,907.00	765,907.00	765,907.00	2,297,721.00
3000-3999: Employee Benefits	Other	7,300.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	6,978.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	182,194.00	182,194.00	142,194.00	506,582.00
4000-4999: Books And Supplies	Other	9,716.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	20,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	2,000.00	127,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	64,957.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	487,202.00	487,202.00	487,202.00	1,461,606.00
5000-5999: Services And Other Operating Expenditures	Other	4,500.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	11,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	13,157.00	13,157.00	13,157.00	39,471.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	55,600.00	55,600.00	55,600.00	166,800.00
6000-6999: Capital Outlay	Supplemental	0.00	50,709.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	628,943.00	628,943.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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