

**Introduction:**

**LEA:** Yuba County Office of Education **Contact (Name, Title, Email, Phone Number):** Bobbi Abold, Assistant Superintendent, bobbi.abold@yubacoe.k12.ca.us , **LCAP Year:** 2016-2017

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Again this year, Yuba County Office of Education held a series of Stakeholder Engagement meetings to include stakeholders in a meaningful process of developing the 2016-19 YCOE LCAP.</p> <p>Beginning in August 2015, LCAP Progress Reports were given to each stakeholder group at their various meetings to review 2015-16 goals, actions/services, and to date progress towards Annual Measureable Outcomes. A brief review of LCFF and LCAP process information was also</p>	<p>All stakeholder groups were invited to all LCAP stakeholder engagement meetings. Due to low attendance in 2015-16 LCAP Engagement, YCOE leadership expanded the engagement process using a multi-agency collaborative partnership model approach. 2016-17 LCAP Engagement sessions have included; Yuba County Probation, Yuba County Juvenile Justice Delinquency Prevention Commission, and Marysville Police Department.</p> <p>Progress is being made toward the desired outcome and a broadened</p>

<p>reviewed to insure that new members in any given group could effectively participate in the discussion. (see date details in Section 1 Annual Update below)</p> <p>December 15, 2015 First Interim Budget Report with detailed information regarding the LCFF and LCAP presented to Yuba County Board of Education.</p> <p>May 11, 2016 Yuba County Office of Education Board Meeting- Review 2015-16 Expected and Actual Expenditures and 2016-19 Draft Actions/Services and Expenditures.</p> <p>May 25, 2016 All Stakeholder (parents, certificated, students, classified, management, and bargaining unit representatives) Engagement Meeting was held to review 2016-19 LCAP Draft goals.</p> <p>Administrative staff met on the following dates to plan, and develop the 2015-16 LCAP: 2/16/16, 4/27/16, 5/31/16.</p> <p>June 15, 2016 – Public Hearing 2016-19 LCAP presentation, and receive public comment.</p> <p>June 22, 2016 – 2016-19 Final LCAP submitted for Board approval.</p> <p>Note; English Learner subgroup is not numerically significant and therefore there is not an ELAC or DELAC. However, all parents are invited and encouraged to attend School Site Council and Stakeholder meetings.</p>	<p>representation of stakeholder participation is the result.</p> <p>It remains apparent that all stakeholders continue to need repeated opportunities to deepen their understanding of the LCAP and the role that it plays as the strategic plan for our YCOE Court and Community School programs, and ultimately our students’ success.</p> <p>The stakeholder groups that have been the most engaged in developing the 2016-17 LCAP are the Court and Community Staff and School Site Council, the Blue Ribbon Commission, which acts as the Foster Youth Advisory Committee, Yuba County Probation, and Marysville Police Department. The input that has been received from these groups has been included in the 2016-19 LCAP.</p>
<p><b>Annual Update:</b></p> <p>Beginning in August 2015, progress reports on 2015-16 LCAP Expected Annual Measurable Outcomes and Action and Service implementation for each goal were provided to the following stakeholder groups:</p> <p>Yuba County Board of Education during Superintendent’s report. Meetings: 8/12/15, 9/9/15, 10/14/15, 11/10/15, 12/9/15, 1/13/16, 2/10/16, 3/9/16, 4/13/16, 5/11/16.</p>	<p><b>Annual Update:</b></p> <p>Recommendations from stakeholders:</p> <p>Staff:</p> <ul style="list-style-type: none"> <li>• Create an effective discipline system to ensure that Community School is a safe learning environment.</li> </ul> <p>Impact: A 30% Student Resource Officer has been hired to provide increased support for youth was dangerous behavior. A Behavior Specialist has been</p>

Court and Community School staff : 2015: 8/12,9/30,10/14,10/28, 11/18, 12/9, 1/13, 1/27, 2/10, 2/24, 3/9, 3/23, 4/13, 4/27, 5/22, 5/25

Administrative staff: 8/25/15, 9/29/15, 10/27/15, 11/17/15, 1/19/16, 2/16/16, 3/29/16.

Court and Community School Site Council (SSC): 3/8/16, 4/8/16, 5/5/16, 5/26/16

Blue Ribbon Commission: 8/20/15, 11/19/15, 2/18/16, 3/17/16, 4/21/16, 5/21/16

Education and Institution Leadership Meetings: 3/22, 4/12, 5/10, 6/14

contracted to provide staff training, on-going staff coaching and to assist with restructuring system of positive interventions and supports. Various professional developments will be offered to provide all staff with the necessary skills to support students with significant challenging and dangerous behaviors.

- Develop a continuum of certificate vocational training program offer options for incarcerated youth, as well as community school students, that will serve as prerequisites for other high school Career Technical Education programs, community based work training programs, pre-apprenticeships, apprenticeships, and college vocational programs.

Impact: Vocational counselor position created and filled in March 2016. Intervention teacher position filled and job duties expanded to work with Vocational Counselor to develop a certificate vocational training program. Assistant Principal position filled and assigned as lead for developing Career Readiness focus, and to develop community partnerships to expand vocational and community service experiences for our students.

Blue Ribbon Commission (FYS Advisory):

- develop county wide data sharing policy

Impact: Yuba COE will provide sample policies and facilitate development of local policy to share information regarding Foster Youth in Yuba County.

AB 922 Expelled Youth Plan partners:

- improve communication between schools when referring students to expulsion placement.

Impact: Yuba COE will develop a tracking log to document referrals and placement determination in Yuba COE programs. Yuba COE will facilitate regular and on-going quarterly meeting with local district representatives to coordinate county wide expelled youth program implementation.

Students:

- add a system for post high school graduate students to earn college credits while incarcerated.
- allow students to take extra work to their rooms.

Impact: Yuba COE administrators will collaborate with Court and Community School staff and Probation staff to develop a plan to address these topics. Yuba COE leadership team agrees that both are valuable and feasible actions. A pilot program will be implemented Fall 2016-17.

School Site Council/parents:

- continue to have visible administrators on site.
- appreciate the support given to the students that need it the most.

Impact:

Assistant Principal position increased from 70% to 1 FTE to provide increased support to staff and students.

## 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?

GOAL 1:	Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need : local assessment data shows a trend of decreased student achievement data

Goal Applies to: Schools: CCS  
 Applicable Pupil Subgroups: All including EL, FY, LI and SpEd

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 1.1 Increase highly qualified teachers from 71% to 85% as measured by Williams Survey
- 1.2-Maintain competitive salary schedule with Local Education Agencies (LEAs) in county and region
- 1.3-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey
- 1.4-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey
- 1.5-Continue implementation of Facilities plan(local document)
- 1.6- Set baseline of CCSS implementation with observation tool
- 1.7-California High School Exit Exam (CAHSEE) has been suspended
- 1.8- Increase proficiency on local benchmark assessments by 5%.
- 1.9-Increase proficiency in California Assessment of Student Performance and Progress (CAASPP) by 3%
- 1.10- API n/a and does not serve as reliable measure of C&C student proficiency
- 1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
- 1.12-Set baseline of Individual Education Plan (IEP) goals successfully completed
- 1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE)
- 1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction
- 1.15-A-G, AP and EAP are not applicable metrics for court & community school students
- 1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Professional Development for teachers:  Project Based Learning (PBL) Integrated CCSS ELA/ELD and Next Generation Science Standard (NGSS)	School wide CCS	<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	Extra Teach Time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000  See above total. 1000-1999: Certificated Personnel Salaries Title II \$4000

		_ Other Subgroups: (Specify)	
1B. Mindfulness Training for Para-educators	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	None 2000-2999: Classified Personnel Salaries Supplemental \$1500 <hr/> see total above 3000-3999: Employee Benefits 0 Conference/training 5000-5999: Services And Other Operating Expenditures Supplemental \$650
1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2500 <hr/> 4000-4999: Books And Supplies Supplemental \$5000
1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000
1E. Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	fixed asseta 5800: Professional/Consulting Services And Operating Expenditures \$20,000 <hr/> 4000-4999: Books And Supplies

<p>1F. Maintain Career Technical Education course instructor at 50%</p>	<p>School wide CCS</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>1000-1999: Certificated Personnel Salaries Supplemental \$67,000                  See above total. 3000-3999: Employee Benefits Supplemental</p>
<p>1G. Maintain Instructional Intervention Teacher maintained at 1 FTE</p>	<p>School wide CCS</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>1000-1999: Certificated Personnel Salaries Supplemental \$90,000                  See above total. 2000-2999: Classified Personnel Salaries Supplemental                  See above total. 3000-3999: Employee Benefits Supplemental</p>
<p>1i. Implement Facilities Development Plan for new Community School; Complete build out project to open for school year 2016-17</p>	<p>Community School</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>5800: Professional/Consulting Services And Operating Expenditures Fund 14 \$500,000</p>

**LCAP Year 2: 2017-18**

- Expected Annual Measurable Outcomes:
- 1.1 Increase highly qualified teachers from 85% to 100% as measured by Williams Survey
  - 1.2-Maintain competitive salary schedule with Local Education Agencies (LEAs) in county and region
  - 1.3-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey
  - 1.4-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey
  - 1.5-Continue implementation of Facilities plan(local document)
  - 1.6- Set baseline of CCSS implementation with observation tool
  - 1.7-California High School Exit Exam (CAHSEE) has been suspended
  - 1.8- Increase proficiency on local benchmark assessments by 5%.
  - 1.9-Increase proficiency in California Assessment of Student Performance and Progress (CAASPP) by 3%
  - 1.10- API n/a and does not serve as reliable measure of C&C student proficiency
  - 1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
  - 1.12-Set baseline of Individual Education Plan (IEP) goals successfully completed
  - 1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE)
  - 1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction
  - 1.15-A-G, AP and EAP are not applicable metrics for court & community school students
  - 1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Professional Development teachers:  TBD by needs assessment	School wide CCS	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000  See above total 5800: Professional/Consulting Services And Operating Expenditures Title II \$4000
1B. Professional Development Para-educators	School wide CCS	<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)	5000-5999: Services And Other Operating Expenditures Supplemental \$2500

<p>1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>School wide CCS</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>5000-5999: Services And Other Operating Expenditures Supplemental \$2500 4000-4999: Books And Supplies Supplemental \$5000</p>
<p>1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>	<p>School wide CCS</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>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000</p>
<p>1E. Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software</p>	<p>School wide CCS</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>fixed assets 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>
<p>1F. Career Technical Education course instructor maintained at 50%</p>	<p>School wide CCS</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>1000-1999: Certificated Personnel Salaries Supplemental \$67,000 See above total. 3000-3999: Employee Benefits Supplemental</p>
<p>1G. Instructional intervention teacher maintained at 1 FTE</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$90,000</p>

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	See above total. 3000-3999: Employee Benefits Supplemental
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	1.1 Maintain highly qualified teachers at 100% as measured by Williams Survey 1.2-Maintain competitive salary schedule with Local Education Agencies (LEAs) in county and region 1.3-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey 1.4-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey 1.5-Continue implementation of Facilities plan(local document) 1.6- Set baseline of CCSS implementation with observation tool 1.7-California High School Exit Exam (CAHSEE) has been suspended 1.8- Increase proficiency on local benchmark assessments by 5%. 1.9-Increase proficiency in California Assessment of Student Performance and Progress (CAASPP) by 3% 1.10- API n/a and does not serve as reliable measure of C&C student proficiency 1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP) 1.12-Set baseline of Individual Education Plan (IEP) goals successfully completed 1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) 1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction 1.15-A-G, AP and EAP are not applicable metrics for court & community school students 1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Professional Development teachers:  TBD by needs assessment	School wide CCS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000 See above total 5800: Professional/Consulting Services And Operating Expenditures Title II \$4000
1B. Professional Development para-educators	School wide	<input checked="" type="checkbox"/> All OR:	



	CCS	Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$2000
1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels	School wide CCS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental \$2500 4000-4999: Books And Supplies Supplemental \$5000
1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system	School wide CCS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000
1E. Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software	School wide CCS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	fixed assets 4000-4999: Books And Supplies Supplemental \$15,000
1F. Career Technical Education course instructor maintained at 50%	School wide CCS	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth	1000-1999: Certificated Personnel Salaries Supplemental \$67,000 See above total. 3000-3999: Employee Benefits Supplemental

		Redesignated fluent English proficient Other Subgroups: (Specify)	
1G. Instructional intervention teacher maintained at 1 FTE	School wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental \$90,000 See above total. 3000-3999: Employee Benefits Supplemental

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

GOAL 2:	Goal 2:Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8  COE only: 9 10  Local : Specify
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Identified Need : Alternative Education students experience significantly higher rates of absenteeism, discipline referrals, suspension, drop out and significantly lower rates of parent participation, and of reported school connectedness factors.

Goal Applies to: Schools: All - Court & Community  
 Applicable Pupil Subgroups: ALL including EL, LI, FY and SpED

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

- 2.1-Increase attendance rates from 71 to 72%
- 2.2-Decrease truancy/ chronic absenteeism rates from 29 to 28%
- 2.3-Maintain discipline referral rates for disruption below 25%
- 2.4-Maintain discipline referral rates for major incidents below 25%
- 2.5- Increase PBIS Tier I implementation at 90% or better
- 2.6-Implement at least one parent interest activity per semester
- 2.7-Increase average connectedness factors on CHKS from 62 to 64%
- 2.8-Increase successful transition rate to school of residency from 60 to 62%
- 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs
- 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Implement at least one high interest student activity per semester	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Supplemental \$1000
2B. Host Quarterly family involvement activities	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils	Materials 4000-4999: Books And Supplies Supplemental \$1000

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2C. Continue to coordinate Positive behavior Intervention Supports:  SWIS data system Behavior incentives PBIS training PBIS Coach	School wide CCS	<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)	PBIS SWIS and PCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6666 PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000 PBIS Coach 3000-3999: Employee Benefits Supplemental \$1000 Incentives 4000-4999: Books And Supplies Supplemental \$1000
2D. Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans	School wide CCS	<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000
2E. Maintain Assistant Principal at 1 FTE to support student services	School wide CCS	<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)	1000-1999: Certificated Personnel Salaries Supplemental \$70,000 3000-3999: Employee Benefits Supplemental \$15,000
2F. Continue Restorative Justice Practice training and implementation	School wide CCS	<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	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7000

		English proficient _ Other Subgroups: (Specify)	
2G. Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facilitator/Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$9000 Facilitator/Coordinator 3000-3999: Employee Benefits Supplemental \$1500 Facilitator Conference/Training 5000-5999: Services And Other Operating Expenditures Supplemental \$4000 Materials 4000-4999: Books And Supplies Supplemental \$5000
2H. Continue to provide probation officer	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000
2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance	School wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental \$5,000 See above total. 3000-3999: Employee Benefits Supplemental 0 3000-3999: Employee Benefits Supplemental
2J. Provide Student Resource Officer		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

- 2.1-Increase attendance rates from 74 to 75%
- 2.2-Decrease truancy/ chronic absenteeism rates from 24% to 23%
- 2.3-Reduce discipline referral rates for disruption from 30% to 28%
- 2.4-Reduce discipline referral rates for major incidents from 22% to 20%
- 2.5-PBIS Tier III implementation at 80% or better
- 2.6-Implement at least one parent interest activity per semester
- 2.7-Increase average connectedness factors on CHKS from 62% to 64%
- 2.8-Increase successful transition rate to school of residency from 62% to 64%
- 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs
- 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Implement at least one high interest student activity per semester	School Wide CCS	<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)	4000-4999: Books And Supplies Supplemental \$1000
2B. Host Quarterly family involvement activities	School Wide CCS	<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)	4000-4999: Books And Supplies Supplemental \$1000
2C. Continue to coordinate Positive behavior Intervention Supports:  SWIS data system Behavior incentives PBIS training	School Wide CCS	<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	PBIS SWIS and PCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6666 PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000 PBIS Coach 3000-3999: Employee Benefits Supplemental

PBIS Coach		English proficient _ Other Subgroups: (Specify)	\$1000 Incentives 4000-4999: Books And Supplies Supplemental \$1000
2D. Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans	School Wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000
2E. Maintain Assistant Principal at 1 FTE to support student services	School Wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental \$70,000 3000-3999: Employee Benefits Supplemental \$15,000
2F. Action completed -Discontinued		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) none	none 0
2G. Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services	School Wide CCS	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Facilitator/Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$9,000 Facilitator/Coordinator 3000-3999: Employee Benefits Supplemental \$1500 Facilitator Conference/training 5000-5999: Services And Other Operating Expenditures Supplemental \$4000 Materials 4000-4999: Books And Supplies Supplemental \$5000

<p>2H. Continue to provide probation officer</p>	<p>School Wide CCS</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>
<p>2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>School Wide CCS</p>	<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$5,000 See above total. 2000-2999: Classified Personnel Salaries Supplemental 0</p>
<p>2J. Provide Student Resource Officer</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000</p>



**LCAP Year 3: 2018-19**

- Expected Annual Measurable Outcomes:
- 2.1-Increase attendance rates from 74 to 75%
  - 2.2-Decrease truancy/ chronic absenteeism rates from 24% to 23%
  - 2.3-Reduce discipline referral rates for disruption from 30% to 28%
  - 2.4-Reduce discipline referral rates for major incidents from 22% to 20%
  - 2.5-PBIS Tier III implementation at 80% or better
  - 2.6-Implement at least one parent interest activity per semester
  - 2.7-Increase average connectedness factors on CHKS from 62% to 64%
  - 2.8-Increase successful transition rate to school of residency from 62% to 64%
  - 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs
  - 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Implement at least one high interest student activity per semester	School Wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Materials 4000-4999: Books And Supplies Supplemental \$1000
2B. Host Quarterly family involvement activities	School Wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental \$1000
2C. Continue to coordinate Positive behavior Intervention Supports:  SWIS data system Behavior incentives PBIS training PBIS Coach	School Wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6666 PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000 PBIS Coach 3000-3999: Employee Benefits Supplemental \$1000

		Other Subgroups: (Specify)	Incentives 4000-4999: Books And Supplies Supplemental \$1000
2D. Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans	School Wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000
2E. Maintain Assistant Principal at 1 FTE to support student services	School Wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental \$70,000 3000-3999: Employee Benefits Supplemental \$15000
2F. Action completed- Discontinued	n/a	<input type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	none 0
2G. Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services	School Wide CCS	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Facilitator/Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$9,000 Facilitator/Coordinator 3000-3999: Employee Benefits Supplemental \$1500 Facilitator Conference/Training 5000-5999: Services And Other Operating Expenditures Supplemental \$4000 Materials 4000-4999: Books And Supplies Supplemental \$5000

<p>2H. Continue to provide probation officer</p>	<p>School Wide CCS</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>
<p>2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>School Wide CCS</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$5,000                  See above total. 3000-3999: Employee Benefits Supplemental 0</p>
<p>2J. Provide Student Resource Officer</p>	<p>School wide</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>

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

GOAL 3:	Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 <input checked="" type="checkbox"/> 10  Local : Specify
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Identified Need :

Goal Applies to:	Schools: All schools County Wide	Applicable Pupil Subgroups: All expelled students including EL, Foster Youth, Low income and Special Education
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Increase number of expelled youth that re-enter school of residency from baseline by 2% Maintain 100% of Expelled Youth will receive coordinated services countywide
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	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	1000-1999: Certificated Personnel Salaries Supplemental \$10,000 See above total. 3000-3999: Employee Benefits Supplemental

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	Increase number of expelled youth that re-enter school of residency by 2% Maintain 100% of Expelled Youth will receive coordinated services countywide
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1000-1999: Certificated Personnel Salaries Supplemental \$10,000 see total above 3000-3999: Employee Benefits Supplemental

development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	Increase number of expelled youth that re-enter school of residency by 2% Maintain 100% of Expelled Youth will receive coordinated services countywide		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	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	1000-1999: Certificated Personnel Salaries Supplemental \$10,000 See above total. 3000-3999: Employee Benefits Supplemental

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

GOAL 4:	Goal 4: Continue collaboration with Blue Ribbon Commission (BRC) ( members of MOU include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8  COE only: 9 10 <u>X</u>  Local : Specify
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Identified Need :	Foster Youth suffer from an educational achievement gap. Foster youth require improved coordination of services.
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Goal Applies to:	Schools: All schools county wide <hr/> Applicable Pupil Subgroups: Foster Youth
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	4.1-Decreased changes in FY school placement %TBD based on 15-16 baseline 4.2-Set target to increase academic achievement gap between foster youth and general student population in Yuba County.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Provide Foster Youth Counseling services.	County wide	_ All OR: _ Low Income pupils _ English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries FYS Grant \$21,500 <hr/> 3000-3999: Employee Benefits FYS Grant \$2584
4B. Provide 40% coordinator to act as Foster Youth Coordinator to work with BRC to continue to coordinate all services described in Education Code Section 42921 county wide.	County wide	_ All OR: _ Low Income pupils _ English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries FYS Grant \$20,000 <hr/> 3000-3999: Employee Benefits FYS Grant \$7811

<p>4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County</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 type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500</p>
<p>4D. Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).</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 type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500</p>
<p>4E. Provide Prevention Assistant to act as an Educational Liaison</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>2000-2999: Classified Personnel Salaries FYS Grant \$41,000  3000-3999: Employee Benefits FYS Grant \$2400  5900: Communications FYS Grant \$2600  4000-4999: Books And Supplies FYS Grant \$2500</p>
<p>4F. Provide transportation for Foster Youth; home to school, Independent Living Program activities, California Youth Connection and other community programs as needed</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>5000-5999: Services And Other Operating Expenditures FYS Grant \$4,500</p>
<p>4G. Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit</p>		<p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils</p>	<p>Conferences 5000-5999: Services And Other Operating Expenditures FYS Grant \$2000</p>

		<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<b>LCAP Year 2: 2017-18</b>			
Expected Annual Measurable Outcomes:	4.1-Decreased changes in FY school placement %TBD based on 16-17 data. 4.2-Increase academic achievement gap between foster youth and general student population in Yuba County, % TBD by 16-17 data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Provide Foster Youth Counseling services	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries FYS Grant \$21,500 3000-3999: Employee Benefits FYS Grant \$2584
4B. Provide 40% coordinator to act as Foster\Youth Coordinator to work with BRC to continue to coordinate all services described in Education Code Section 42921 county wide.	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries FYS Grant \$20,000 3000-3999: Employee Benefits FYS Grant \$7811
4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500



		(Specify)	
4D. Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1300
4E. Provide Prevention Assistant to act as an Educational Liaison	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries FYS Grant \$41,000 3000-3999: Employee Benefits FYS Grant \$2400 5900: Communications FYS Grant \$2600 4000-4999: Books And Supplies FYS Grant \$2500
4F. Provide transportation for Foster Youth; home to school, Independent Living Program activities, California Youth Connection and other community programs as needed	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures FYS Grant \$4500
4G. Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit	County wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Conferences 5000-5999: Services And Other Operating Expenditures FYS Grant \$2000

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes:	4.1-Decreased changes in FY school placement %TBD based on 17-18 data 4.2-Increase academic achievement gap between foster youth and general student population in Yuba County, % TBD based on 17-18 data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Provide Foster Youth Counseling Services	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries FYS Grant \$21,500 3000-3999: Employee Benefits FYS Grant \$2584
4B. Provide 40% Coordinator to act as Foster\Youth Coordinator to work with BRC to continue to coordinate all services described in Education Code Section 42921 county wide.	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries FYS Grant \$20,000 3000-3999: Employee Benefits FYS Grant \$7811
4C. Continue to support a system to track academic achievement gap between foster youth and general student population in Yuba County	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500
4D.Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1300

		Redesignated fluent English proficient Other Subgroups: (Specify)	
4E. Provide Prevention Assistant to act as an Educational Liaison	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries FYS Grant \$41,000 3000-3999: Employee Benefits FYS Grant \$2400 5900: Communications FYS Grant \$2600 4000-4999: Books And Supplies FYS Grant \$2500
4F. Provide transportation for Foster Youth; home to school, Independent Living Program activities, California Youth Connection and other community programs as needed	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures FYS Grant \$4500
4G. Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit	County wide	All OR: Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Conferences 5000-5999: Services And Other Operating Expenditures FYS Grant \$2000

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:	Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.	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 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: CCS Applicable Pupil Subgroups: ALL including EL, FY, LI and SpEd	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>1.1-Increase %highly qualified teachers from 64% to 71% as measured by Williams Survey</li> <li>1.2-Maintain competitive salary schedule with Local Education Agencies (LEAs) in county and region</li> <li>1.3-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey</li> <li>1.4-Facilities Inspection Tool (FIT) ratings of good or better 100% schools as measured by Williams Survey</li> <li>1.5-Develop Facilities Plan and begin implementation (local document)</li> <li>1.6- Set baseline of CCSS implementation with observation tool.</li> <li>1.7-Increase California High School Exit Exam (CAHSEE) pass rate in ELA &amp; math by 5%</li> <li>1.8- Set baseline on local benchmark assessments after data analysis in July 2015.</li> <li>1.9-Set baseline in California Assessment of Student Performance and Progress (CAASPP)</li> <li>1.10- API n/a and does not serve as reliable measure of C&amp;C student proficiency</li> <li>1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)</li> <li>1.12-Increase Individual Education Plan (IEP) goals successfully completed by 5%</li> <li>1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE)</li> <li>1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction</li> <li>1.15- A-G, AP and EAP are not applicable metrics for court &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Actual Annual Measurable Outcomes:</li> <li>1.1-Highly qualified teachers at 71% as measured by Williams Survey</li> <li>1.2-Negotiated a 4% salary increase</li> <li>1.3-Instructional materials sufficiency was maintained at 100% as measured by Williams Survey</li> <li>1.4-Maintained Facilities Inspection Tool (FIT) ratings of good or better 100% schools as measured by Williams Survey</li> <li>1.5- Facilities Plan successfully implemented (local document)</li> <li>1.6- CCSS observation tool was not developed or implemented</li> <li>1.7-California High School Exit Exam (CAHSEE) suspended</li> <li>1.8- RENaissance Reading 10%at grade level or above; math 21.5% grade level or above</li> <li>1.9-Baseline data in California Assessment of Student Performance and Progress (CAASPP) 20% 8th grade Standards nearly met in ELA and math; 11th grade 33% Standards nearly met and 14% Standards met in ELA; All others STANDARDS not met</li> <li>1.10- API n/a and does not serve as reliable measure of C&amp;C student proficiency</li> <li>1.11- 100% students received ELD, course access and intervention per Independent Learning Plan (ILP)</li> <li>1.12- Individual Education Plan (IEP) goals completion data was not collected</li> <li>1.13- 100% of students had access to/enrollment in broad course of study; including Career Technical Education (CTE)</li> <li>1.14-Maintained 1:1 ratio teacher and student access to technology to support standards aligned instruction</li> <li>1.15- A-G, AP and EAP are not applicable metrics for court &amp; community school students</li> </ul>

<p>community school students 1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court &amp; Community School program.</p>	<p>1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court &amp; Community School program</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
<p>1A. Professional Development:  CCSS math ELA/ELD Technology Motivation and behavior supports</p>	<p>Extra Teacher Time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$35,000  See above total. Title II  Other</p>	<p>1A. Professional Development:  20 sessions of CCSS math 0 sessions of ELA/ELD 0 sessions of Technology 2 sessions of Motivation 20 sessions of behavior supports</p>	<p>CCSS Math 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,420  CCSS Math 5800: Professional/Consulting Services And Operating Expenditures Title II \$4141  CCSS Math 5800: Professional/Consulting Services And Operating Expenditures Other \$5940  Motivation and Behavior Supports 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$22,652</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Scope of Service</td> <td style="width: 85%;">School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Scope of Service</td> <td style="width: 85%;">School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS	
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Scope of Service	School wide CCS						
<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>					
<p>1B. Professional Learning Communities collaboration minimum day schedule</p>	<p>None 0</p>	<p>1B. Professional Learning Communities collaboration minimum day schedule</p>	<p>None 0</p>				

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<p>1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2500</p> <p>4000-4999: Books And Supplies Supplemental \$3000</p>	<p>1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2000</p> <p>4000-4999: Books And Supplies Lottery \$5500</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS	
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<p>1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$17,000</p>	<p>1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system, Edmentum GED prep program, Renaissance Learning</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,600</p>				

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<p>1E. Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software</p>	<p>fixed assets 4000-4999: Books And Supplies Supplemental \$25,000</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>1E. Continued to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software</p>	<p>4000-4999: Books And Supplies Supplemental \$6300</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS	
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<p>1F. Maintain Career Technical Education course instructor at 50 % FTE</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$67,000</p> <p>See above total. 3000-3999: Employee Benefits Supplemental</p>	<p>1F. Increased Career Technical Education course instructor to 54 % FTE</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$34,712</p> <p>3000-3999: Employee Benefits Supplemental \$5721</p>				



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Scope of Service	School wide CCS						
<p><u>X</u> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>		<p><u>X</u> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>					
<p>1G.  Instructional intervention teacher maintained at 1 FTE</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$100,000  See above total. 3000-3999: Employee Benefits Supplemental</p>	<p>1G.  Maintained Instructional Intervention teacher at 1 FTE</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$38,276  3000-3999: Employee Benefits Supplemental \$8231</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCSS</td> </tr> </table>	Scope of Service	School wide CCSS	
Scope of Service	School wide CCS						
Scope of Service	School wide CCSS						
<p><u>X</u> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>		<p><u>X</u> All  OR:  _ Low Income pupils  _ English Learners  _ Foster Youth  _ Redesignated fluent English proficient  _ Other Subgroups: (Specify)</p>					
<p>1H.  Implement at least one high interest student activity per semester</p>	<p>material supplies 4000-4999: Books And Supplies Supplemental \$1000</p>	<p>1H.  Implemented several high interest student activities; two field trips and purchased an Odyssey for Youth Kit</p>	<p>4000-4999: Books And Supplies Supplemental \$4,500</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS	
Scope of Service	School wide CCS						
Scope of Service	School wide CCS						
<p><u>X</u> All  OR:</p>		<p><u>X</u> All  OR:  _ Low Income pupils</p>					

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>1i. Implement Facilities Development Plan for new Community School</p>	<p>6000-6999: Capital Outlay Supplemental \$160,000</p> <p>6000-6999: Capital Outlay Fund 14 \$200,000</p> <p>4000-4999: Books And Supplies Supplemental \$20,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$75,000</p>	<p>1i. Implemented Facilities Development Plan for new Community School</p>	<p>6000-6999: Capital Outlay Supplemental \$160,000</p> <p>6000-6999: Capital Outlay Fund 14 \$100,000</p> <p>4000-4999: Books And Supplies Supplemental \$10,000</p>
<p>Scope of Service Community School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service Community School</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions/Services</p> <p>1A- A sudden and unexpected change in Court and Community site administration during Winter break caused significant chaos in the program. While we planned to add ELA/ELD professional development in January, we instead needed to focus on rebuilding the necessary foundational program structures such as student disciplinary procedures, special education protocols and instructional expectations. The professional development for CCSS Math did continue and was completed successfully. The coaching model provided differentiated support to individual teachers resulting in a significantly increased ability to provide standards based math instruction. In 2017-18, we have contracted with Buck Institute to provide evidence based practices of project based learning to integrate CCSS ELA/ELD and NGSS based instruction.</p> <p>1D- Changes in site administration and difficulties with the technology infrastructure slowed implementation progress in using Illuminate to support a system of collecting program evaluation data and using formative assessment to make instructional decisions. Local assessment was limited to Renaissance Learning for Reading and math. In 2016-17 with a full staff, new</p>		

	<p>administration in place and a new facility without infrastructure issues, we anticipate making progress in implementing Illuminate, building a robust formative assessment system and meeting this goal.</p> <p>1i- A facility was purchased, and remodeling has begun. With the project scheduled for completion in August 2016, the bulk of expenditures will be in 2016-17.</p> <p>Measurable Outcomes 1.6, 1.8, 1.9, 1.12 As stated in Actions/Services 1D, we anticipate making significant progress towards meeting these outcomes in 2016-17.</p>
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

Original GOAL 2 from prior year LCAP:	Goal 2:Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All - Court & Community Applicable Pupil Subgroups: ALL including EL, LI, FY and SpEd		
Expected Annual Measurable Outcomes:	2.1-Increase attendance rates from 72.4% to 73% 2.2-Decrease truancy/ chronic absenteeism rates from 26 to 25% 2.3-Reduce discipline referral rates for disruption from 38% to 33% 2.4-Reduce discipline referral rates for major incidents from 29.5% to 25% 2.5-PBIS Tier II implementation at 85% or better 2.6-Implement at least one parent interest activity per semester 2.7-Increase average connectedness factors on CHKS from 58% to 60% 2.8-Increase successful transition rate to school of residency from 56% to 60% 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs	Actual Annual Measurable Outcomes: 2.1- Attendance rates decreased from 72.4% to 71% 2.2- Truancy/ chronic absenteeism rates increased from 26 to 29% 2.3-Discipline referral rates for disruption decreased from 38% to 10% 2.4-Discipline referral rates for major incidents decreased from 29.5% to22% 2.5-PBIS Tier II implementation maintained at 85% or better 2.6-One parent interest activity was hosted in 2nd semester; Open House 2.7-Average connectedness factors on CHKS increased from 58% to 62% 2.8-Increase successful transition rate to school of residency from 56% to 60% 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs	
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
2A. Implement at least one high interest student activity per semester	Materials 4000-4999: Books And Supplies Supplemental \$1000	2A. Implement at least one high interest student activity per semester This is a duplicate of Action/service 1H Odyssey Treasure Chest	materials 4000-4999: Books And Supplies Supplemental \$1869 Professional development 5000-5999: Services And Other Operating Expenditures Supplemental \$1875

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<p>2B. Host Quarterly family involvement activities</p>	<p>Materials 4000-4999: Books And Supplies Supplemental \$500</p>	<p>2B. Open House and BBQ family involvement held April 2016</p>	<p>Materials 4000-4999: Books And Supplies Supplemental \$300</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS	
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<p>2C. Continue to coordinate Positive behavior Intervention Supports:</p> <p>SWIS data system</p> <p>Behavior incentives</p> <p>PBIS training</p> <p>PBIS Coach</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6666</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$7200</p> <p>4000-4999: Books And Supplies Supplemental \$1000</p>	<p>2C. Continued to coordinate Positive behavior Intervention Supports:</p> <p>SWIS data system</p> <p>Behavior incentives</p> <p>PBIS training</p> <p>PBIS Coach</p>	<p>SWIS data system PCOE contract</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8033</p> <p>PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000</p> <p>3000-3999: Employee Benefits \$1000</p> <p>PBIS Incentives 4000-4999: Books And Supplies Supplemental \$1000</p>				

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<p>2D. Fred Jones Professional Development to increase student motivation 2 days training for all staff</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6000</p>	<p>2D. Implemented 2 days Fred Jones Professional Development for all staff</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6480</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS		<table border="1"> <tr> <td>Scope of Service</td> <td>School wide CCS</td> </tr> </table>	Scope of Service	School wide CCS	
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<p>2E. Increase Assistant Principal to 70% FTE to support student services</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$70,000</p> <p>See above total. 3000-3999: Employee Benefits Supplemental 0</p>	<p>2E. Increased Assistant Principal to 70% FTE to support student services</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$70,000</p> <p>see above total 3000-3999: Employee Benefits Supplemental 0</p>				
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<p><input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>					
<p>2F. Continue Restorative Justice Practice training and implementation</p>	<p>5220 conferences 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7000</p>	<p>2F. Continued Restorative Justice Practice training and implementation</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8900  conferences 5000-5999: Services And Other Operating Expenditures Supplemental \$3600</p>				
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Scope of Service	School wide CCS						
Scope of Service	School wide CCS						
<p>2G. Train additional facilitators and continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services</p>	<p>Conferences 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$18,500  Materials 4000-4999: Books And Supplies Supplemental</p>	<p>2G. Train additional facilitators and continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services</p>	<p>Conferences and training 5000-5999: Services And Other Operating Expenditures Supplemental \$5471  Materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4500  Facilitator 2000-2999: Classified Personnel Salaries Supplemental \$6000  Facilitator 3000-3999: Employee Benefits \$1000</p>				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School wide CCS</td> </tr> </table> <p><input checked="" type="checkbox"/> All</p>	Scope of Service	School wide CCS		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>School wide CCS</td> </tr> </table> <p><input checked="" type="checkbox"/> All  OR:</p>	Scope of Service	School wide CCS	
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<p>2H. Continue to provide probation officer</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$34,000</p>	<p>2H. Probation officer provided</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$34,000</p>
<p>Scope of Service   School wide CCS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School wide CCS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$5,000                  See above total 3000-3999: Employee Benefits Supplemental 0</p>	<p>2i. Provided 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$5,000                  see total above 3000-3999: Employee Benefits Supplemental 0</p>
<p>Scope of Service   School wide CCS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   School wide CCS</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	



<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions/Services 2.3 and Measurable Outcomes 2.5 PBIS Implementation: As a school staff we have successfully implemented PBIS for two years. However in 2016-17, Carden School's Probation Staff will begin collaborating with YCOE School Staff for facility wide PBIS implementation. It is anticipated that the coordinated implementation efforts will have significant positive effect on Measurable Outcomes 2.1 Increasing attendance rates, 2.2 decreasing truancy/chronic absenteeism rates, 2.3 reducing discipline referral rates for disruption and major incidents to target percentages. We also expect to see a positive correlations between increased attendance, reduced discipline and increase in successful transition rate to school of residency, Measurable Outcome 2.8.</p>
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

Original GOAL 3 from prior year LCAP:	Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 <input checked="" type="checkbox"/> 10 _  Local : Specify	
Goal Applies to:	Schools: All schools County Wide ----- Applicable Pupil Subgroups: All Expelled youth in Yuba County		
Expected Annual Measurable Outcomes:	Maintain 100% of Expelled Youth will receive coordinated services countywide	Actual Annual Measurable Outcomes: Maintained 100% of Expelled Youth will receive coordinated services countywide	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion program staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	1000-1999: Certificated Personnel Salaries Supplemental \$10,000 See above total. 3000-3999: Employee Benefits Supplemental 0	3A. Continued to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion program staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	1000-1999: Certificated Personnel Salaries Supplemental \$10,000 see total above 3000-3999: Employee Benefits Supplemental
Scope of Service	County wide	Scope of Service	County wide
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Expelled Youth	

Expelled Youth			
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Actions/Services 3.A: While the implementation of this action and service has been completed, continued and on-going collaboration with district partners and program administrators additional structures need to be implemented to ensure a cohesive continuum of services to meet the needs of expelled youth. Additional actions and services will be reflected in the 2016-17 LCAP.</p>		

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

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

Original GOAL 4 from prior year LCAP:	Goal 4: Continue collaboration with Blue Ribbon Commission (BRC) ( members of MOU include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 <u>X</u>  Local : Specify	
Goal Applies to:	Schools: All schools county wide ----- Applicable Pupil Subgroups: Foster Youth		
Expected Annual Measurable Outcomes:	4.1 -Decreased changes in FY school placement 4.2-Obtain baseline data to analyze academic achievement gap between foster youth and general student population in Yuba County.	Actual Annual Measurable Outcomes: 4.1 -Data for changes in FY school placement is currently being collected. 4.2-Baseline data to analyze academic achievement gap between foster youth and general student population in Yuba County is currently being collected.	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4A. Increase Foster Youth Counseling services from 181 day school year to include 8 hours per week throughout summer months.	1000-1999: Certificated Personnel Salaries FYS Grant \$35,000 See above total. 3000-3999: Employee Benefits FYS Grant 0	4A. Additional Foster Youth Counseling service during summer months summer months was provided in two full day workshops.	1000-1999: Certificated Personnel Salaries FYS Grant \$35,000 see above total 3000-3999: Employee Benefits FYS Grant 0
Scope of Service	County wide	Scope of Service	County wide
_ All ----- OR: _ Low Income pupils _ English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners <u>X</u> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4B. Provide .05% administrator to act as Foster Youth Coordinator to work	1000-1999: Certificated Personnel Salaries FYS Grant \$5,000	4B. Provide 80% coordinator to act as Foster Youth Coordinator to work with	1000-1999: Certificated Personnel Salaries FYS Grant \$55,250

with BRC to continue to coordinate all services described in Education Code Section 42921 county wide.	See above total. 3000-3999: Employee Benefits FYS Grant 0	BRC to continue to coordinate all services described in Education Code Section 42921 county wide.	see above total 3000-3999: Employee Benefits FYS Grant 0								
<table border="1"> <tr> <td data-bbox="100 232 237 297">Scope of Service</td> <td data-bbox="247 232 562 297">County wide</td> </tr> <tr> <td colspan="2" data-bbox="100 329 562 605">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners  <input checked="" type="checkbox"/> Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1035 232 1171 297">Scope of Service</td> <td data-bbox="1182 232 1507 297">Countywide</td> </tr> <tr> <td colspan="2" data-bbox="1035 329 1507 605">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners  <input checked="" type="checkbox"/> Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	Scope of Service	Countywide	_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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Scope of Service	Countywide										
_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500	4C. A system to track academic achievement gap between foster youth and general student population in Yuba County has not yet been established	5800: Professional/Consulting Services And Operating Expenditures FYS Grant 0								
<table border="1"> <tr> <td data-bbox="100 751 237 816">Scope of Service</td> <td data-bbox="247 751 562 816">County wide</td> </tr> <tr> <td colspan="2" data-bbox="100 849 562 1125">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners  <input checked="" type="checkbox"/> Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	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)			<table border="1"> <tr> <td data-bbox="1035 751 1171 816">Scope of Service</td> <td data-bbox="1182 751 1507 816">County wide</td> </tr> <tr> <td colspan="2" data-bbox="1035 849 1507 1125">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners  <input checked="" type="checkbox"/> Foster Youth                      _ Redesignated fluent English proficient                      _ Other Subgroups: (Specify)                 </td> </tr> </table>	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)		
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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)											
4D. Establish a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1300	4D. Established a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1300								
<table border="1"> <tr> <td data-bbox="100 1271 237 1336">Scope of Service</td> <td data-bbox="247 1271 562 1336">County wide</td> </tr> <tr> <td colspan="2" data-bbox="100 1369 562 1490">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                 </td> </tr> </table>	Scope of Service	County wide	_ All ----- OR: _ Low Income pupils _ English Learners			<table border="1"> <tr> <td data-bbox="1035 1271 1171 1336">Scope of Service</td> <td data-bbox="1182 1271 1507 1336">County wide</td> </tr> <tr> <td colspan="2" data-bbox="1035 1369 1507 1490">                     _ All                      -----                      OR:                      _ Low Income pupils                      _ English Learners                 </td> </tr> </table>	Scope of Service	County wide	_ All ----- OR: _ Low Income pupils _ English Learners		
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_ All ----- OR: _ Low Income pupils _ English Learners											

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" 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?	Measurable Outcomes 4.1, 4.2 Additional Foster Youth Services grant funding provided new Prevention Assistant positions that are in the process of collecting this data. Actions/Services: 4B Restructuring of Prevention Services provided an increase from 39% to 80 % to support Foster Youth Services Collaboration (FYSC).		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$293,375.00</u>
2016-17	
Because of the high population of our unduplicated student counts in court and community schools all services in section 2 are county wide for Court and Community School. This is the most effective use of funds due to the following factors:	
1. Juvenile court school, and community school both have high mobility rate there is a significant need to differentiate instruction to meet the various academic, social emotional and career readiness skill needs of all students.	
2. Special Education student needs are met through the IEP development process, delineating an individual plan for goals and objectives, transition plan and strategies. Supplemental and Concentration funds will be used to support countywide services for Yuba County’s Court and Community School ‘s to implement the actions and services designated to meet the goals outlined in section 2 through systematic implementation of the Response to Intervention (Rtl) model. Student Study Team (SST), and Individual Education Plan (IEP) teams will be comprised of the Intervention teacher, Special Education teacher, classroom teacher, para-educators, administrator, parents and student. Through the Rtl model, individualized learning plans (ILP) or IEPs will be developed to track progress of academic achievement, credits toward graduating, progress to career readiness, social emotional skills, as well as student discipline and behavior. ILP data will be reported to SST or IEP teams on a regular basis, and used to differentiate instruction and intervention as needed.	

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.

9.2	%
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YCOE students are predominately low income with a significantly high mobility rate. The actions and services in section 2 meet the needs of unduplicated students and all students. The improved and increased actions and services in section 2 go significantly beyond 12.7% increase to the basic program. These are research-based services to meet the academic, social emotional and career readiness skill needs of unduplicated students in our programs.

Goal 1 Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency and on track to graduate (or equivalent), being college and career ready. Improved and increase services include the supplemental support of an intervention teacher to provide targeted instruction, an increase in Assistant Principal assignment to support student safe school and effective learning environment, continued Common Core professional development, and an additional 50% para-educator to support more rigorous instruction.

Goal 2 Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful. Improved and increased services include continuing implementation of Restorative Justice practices, Reconnecting Youth curriculum for credit recovery, Parent Project training for parents of the most high-risk students, and Positive Behavior Intervention Supports.

Goal 4 Decreased transfer of foster youth after a change in placement, ensure prompt enrollment in school and appropriate classes with ability to earn partial credits to equalize the educational outcomes of foster youth with the general student population. Services include Foster Youth Coordinator increased collaboration with Yuba County LEAs to improve the coordination of services to Foster Youth throughout Yuba County, increased Foster Youth counseling services, and effective FY data analysis to improve FY achievement.

In addition all the actions and services in section 2 benefit unduplicated students as well as all students. YCOE Alternative Education remains committed to implementing the cycle of continuous student improvement with fidelity in order to meet the significantly differentiated academic, social emotional, and career readiness skill needs of our predominantly low income student population as well as all students.

Actions and services continue from 2015-16 into year 2 implementation in 2016-17. Additional actions and services in 2016-17 include a Behavior Specialist, Project Based Learning training to integrate Next Generation Science Standards with California State Standards in ELA/ELD, increase Assistant Principal to 100%, adding a 30% Student Resource Officer and a significant increase in services to Foster Youth county wide.



## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
All Funding Sources	915,166.00	695,571.00	1,065,711.00	547,861.00	567,361.00	2,180,933.00
	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Fund 14	200,000.00	100,000.00	500,000.00	0.00	0.00	500,000.00
FYS Grant	42,800.00	91,550.00	109,895.00	109,695.00	109,695.00	329,285.00
Lottery	0.00	5,500.00	0.00	0.00	0.00	0.00
Other	0.00	5,940.00	0.00	0.00	0.00	0.00
Supplemental	597,366.00	488,440.00	431,816.00	434,166.00	453,666.00	1,319,648.00
Supplemental and Concentration	75,000.00	0.00	0.00	0.00	0.00	0.00
Title II	0.00	4,141.00	4,000.00	4,000.00	4,000.00	12,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
All Expenditure Types	915,166.00	695,571.00	1,065,711.00	547,861.00	567,361.00	2,180,933.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	299,200.00	243,238.00	262,500.00	258,500.00	258,500.00	779,500.00
2000-2999: Classified Personnel Salaries	0.00	17,000.00	82,500.00	81,000.00	81,000.00	244,500.00
3000-3999: Employee Benefits	0.00	13,952.00	30,295.00	30,295.00	30,295.00	90,885.00
4000-4999: Books And Supplies	126,500.00	29,469.00	15,500.00	15,500.00	30,500.00	61,500.00
5000-5999: Services And Other Operating Expenditures	0.00	10,946.00	11,150.00	15,500.00	15,000.00	41,650.00
5800: Professional/Consulting Services And Operating Expenditures	129,466.00	120,966.00	661,166.00	144,466.00	149,466.00	955,098.00
5900: Communications	0.00	0.00	2,600.00	2,600.00	2,600.00	7,800.00
6000-6999: Capital Outlay	360,000.00	260,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
All Expenditure Types	All Funding Sources	915,166.00	695,571.00	1,065,711.00	547,861.00	567,361.00	2,180,933.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	FYS Grant	40,000.00	90,250.00	21,500.00	21,500.00	21,500.00	64,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	259,200.00	152,988.00	237,000.00	237,000.00	237,000.00	711,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	4,000.00	0.00	0.00	4,000.00
2000-2999: Classified Personnel Salaries	FYS Grant	0.00	0.00	61,000.00	61,000.00	61,000.00	183,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	17,000.00	21,500.00	20,000.00	20,000.00	61,500.00
3000-3999: Employee Benefits	FYS Grant	0.00	0.00	12,795.00	12,795.00	12,795.00	38,385.00
3000-3999: Employee Benefits	Supplemental	0.00	13,952.00	17,500.00	17,500.00	17,500.00	52,500.00
4000-4999: Books And Supplies	FYS Grant	0.00	0.00	2,500.00	2,500.00	2,500.00	7,500.00
4000-4999: Books And Supplies	Lottery	0.00	5,500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	51,500.00	23,969.00	13,000.00	13,000.00	28,000.00	54,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	75,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	FYS Grant	0.00	0.00	6,500.00	6,500.00	6,500.00	19,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	10,946.00	4,650.00	9,000.00	8,500.00	22,150.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	20,000.00	0.00	0.00	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Fund 14	0.00	0.00	500,000.00	0.00	0.00	500,000.00
5800: Professional/Consulting Services And Operating Expenditures	FYS Grant	2,800.00	1,300.00	3,000.00	2,800.00	2,800.00	8,600.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	5,940.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	126,666.00	109,585.00	138,166.00	137,666.00	142,666.00	418,498.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17 - 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	4,141.00	0.00	4,000.00	4,000.00	8,000.00
5900: Communications	FYS Grant	0.00	0.00	2,600.00	2,600.00	2,600.00	7,800.00
6000-6999: Capital Outlay	Fund 14	200,000.00	100,000.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Supplemental	160,000.00	160,000.00	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).