

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Yuba County Office of Education

Contact Name and Title Bobbi Abold
Assistant Superintendent

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Yuba County is located in the northern Sacramento Valley and has basically an agricultural economy. It has one of the highest unemployment numbers in the state (and nation). According to a USA Today article; in 2015, Yuba County was 6th highest in unemployment in the nation. Yuba County also rates extremely high in teen pregnancy, drug use, and generational poverty. There are five public school districts in Yuba County with enrollment ranging from 12,000 in the largest district to 100 in the smallest; with a total countywide public school student enrollment of approximately 14,200. There are six charter schools in Yuba County with an approximate enrollment of 1150 students.

Yuba County Court and Community Schools

The Yuba County Office of Education (YCOE) provides educational services to meet the needs of students in Court and Community School Programs. H.P.B. Carden School located in the Yuba-Sutter Juvenile Hall provides a Western Association of Schools and Colleges (WASC) accredited alternative learning program for incarcerated students from Yuba, Sutter and Colusa counties.

Carden School provides the educational component to two programs within the facility. One serves the students who are incarcerated in the Juvenile Hall temporarily while awaiting pending disposition before the Juvenile Court. The other, The Maxine Singer Youth Guidance Center, is an extended placement commitment center serving incarcerated youth from multiple counties within a larger geographical area, with at least a 365 court commitment.

Thomas E. Mathews County Community School provides educational services for students that are expelled from their school of residence, on probation, probation referred, on truancy contracts or demonstrating out of control behavior.

The primary goal of Yuba County Court and Community Schools is to provide a multi-tiered, wrap around system of support to address each student's individual academic and social emotional needs. Enrollment and Average Daily Attendance (ADA) at Harry P.B. Carden and Thomas E. Mathews schools over the last five years show a declining trend from approximately 110 to 64 ADA, which has resulted in a significant reduction in revenue.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

2017-18 LCAP continues to focus on meeting the needs of Yuba County's most challenging youth enrolled in Court & Community Schools; H.P.B. Carden and Thomas E. Mathews.

Goal 1: Improving and supporting 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.

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.

Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth.

Goal 4: Continue collaboration with Foster Youth Services Executive Council (members 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 to increase educational outcomes for Foster Youth enrolled in Yuba County schools.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Data for Alternative Education schools is not included in the Dashboard report for the Spring 2017 release, therefore greatest progress was determined by local assessment data, both quantitative and qualitative.

One area of progress includes providing Project Based Learning (PBL) and Character Based Literacy (CBL) units that integrate curricular content areas in a high interest, thematic format. Positive Behavior Intervention and Supports (PBIS) data indicates that student discipline incidents are reduced when student engagement is increased.

In 2017-20 LCAP, we will continue to offer Professional development for staff to continue gaining mastery in delivering PBL, CBL and supporting PBIS. See Goal 1 Action/Service 1.1, 1.3 and Goal 2 Action/Service 2.3.

Another area of progress has been in Goal 4, by improving the coordination of county wide Foster Youth Services through an improved system of data collection and analysis with county agencies., and Prevention Assistants collaborating with school staff to improve Foster Youth identification upon school enrollment. In 2017-20 LCAP we will continue to expand Foster Youth services. See Goal 4 Action/Service 4.4 and 4.5.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Data for Alternative Education schools is not included in the Dashboard report for the Spring 2017 release, therefore greatest needs were determined by local assessment data, both quantitative and qualitative.

One area of greatest need is tracking valid and reliable data. Developing a comprehensive system of using data to inform instruction and for program evaluation is a priority for 2017-20. The following Actions/Services will support that process:

Goal 1 Action/Service 1.4 Illuminate Data Management System

Goal 2 Action/Service 2.3 School Wide Intervention System (SWIS)

Goal 3 Action/Service 3.1 Coordinate quarterly data review meetings

Goal 4 Action/Service 4.3 and 4.4 Establish a system to track data, and share data across agencies.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Data for Alternative Education schools is not included in the Dashboard report for the Spring 2017, therefore LCFF Evaluation Rubrics do not identify student groups two or more performance levels below all student performance. However, in 2017-20 LCAP, Goal 1 will focus on developing a robust system of using data to inform instruction and and increase student performance in all academic content areas.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Because of the high population of our unduplicated student counts in court and community schools all services in 2017-20 LCAP are county wide for Court and Community School. This is the most effective use of funds due to the following factors:

YCOE students are predominately low income with a significantly high mobility rate. The actions and services in 2017-20 LCAP are principally directed to meet the needs of unduplicated students. The improved and increased actions and services go significantly beyond 11.77% increase to the basic program. These are research-based services to meet the academic, social emotional and college 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 increased services include the supplemental support of an intervention teacher assignment to provide targeted instruction, an Assistant Principal assignment to support student safe school and effective learning environment, continued Project Based Learning professional development, para-educator to support more rigorous instruction, Odysseyware for credit recovery, site visits to model Court and Community School programs to aide in our program evaluation, and implementation of WASC accredited A-G courses at Harry P. B. Carden, Court School. Actions and services continuing from 2016-17 into 2017-2020 LCAP include a Behavior Specialist, Project Based Learning training to integrate Next Generation Science Standards with California State Standards in ELA/ELD, maintaining an Assistant Principal position, a Student Resource Officer, and CTE Construction program.

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 and improving the implementation fidelity of Restorative Justice practices, Parent Project training for parents of the most high-risk students, and Positive Behavior Intervention Supports.

Goal 4: Continue collaboration with Foster Youth Services Executive Council (members 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 to increase educational outcomes for Foster Youth enrolled in Yuba County schools. Improved and increased services include increasing Foster Youth Services Coordinator position time, and Prevention Assistant position time to improve implementation of direct services to Foster Youth, and Data System implementation.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$16,056,795

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$495,500.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Operating costs and general administration
Salary and benefits
Facilities
Special Education Program Expenses
Basic staff development and district support costs

\$3,331,121

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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

ACTUAL

- 1.1 Maintained 71% teachers appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as measured by Williams Survey
- 1.2-Negotiated an increase to salary and benefits package for 2016-17 to maintain competitive salary schedule with Local Education Agencies (LEAs) in county and region
- 1.3-Instructional materials sufficiency was maintained at 100% as measured by Williams Survey
- 1.4-Facilities Inspection Tool (FIT) ratings were maintained at good or better 100% schools as measured by Williams Survey
- 1.5-Implementation of Facilities plan(local document) was completed with building and opening new Community School site
- 1.6- Baseline of CCSS implementation with observation tool reported as Local Indicator in 2017-18
- 1.7-California High School Exit Exam (CAHSEE) has been suspended
- 1.8- Increased proficiency on local benchmark assessments by 9%, from 20% to 31%
- 1.9-Increased proficiency in California Assessment of Student Performance and Progress (CAASPP) by 12%
- 1.10- API n/a and does not serve as reliable measure of C&C student proficiency
- 1.11-Maintained 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
- 1.12-Baseline of Individual Education Plan (IEP) goals successfully completed is 63%
- 1.13-Maintained 100% of students have access to/enrollment in broad course of study; Career Technical Education (CTE) instructor was out on long term medical leave and appropriately credentialed substitute could not be recruited

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.

1.14-Maintained 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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Action 1</p>		
<p>Actions/Services</p>	<p>PLANNED 1A. Professional Development for teachers:</p> <p>Project Based Learning (PBL) Integrated CCSS ELA/ELD and Next Generation Science Standard (NGSS)</p>	<p>ACTUAL 1A. Professional Development was provided for teachers:</p> <p>Project Based Learning (PBL) Integrated CCSS ELA/ELD and Next Generation Science Standard (NGSS).</p>
<p>Expenditures</p>	<p>BUDGETED Extra Teach Time 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000 See above total. 1000-1999: Certificated Personnel Salaries Title II \$4000</p>	<p>ESTIMATED ACTUAL Professional Development Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental 11,736 See above total 1000-1999: Certificated Personnel Salaries Title II 0</p>
<p>Action 2</p>		
<p>Actions/Services</p>	<p>PLANNED 1B. Mindfulness Training for Para-educators</p>	<p>ACTUAL 1B. Mindfulness Training was provided for Para-educators</p>
<p>Expenditures</p>	<p>BUDGETED None 2000-2999: Classified Personnel Salaries Supplemental \$1500 see total above 3000-3999: Employee Benefits 0 Conference/training 5000-5999: Services And Other Operating Expenditures Supplemental \$650</p>	<p>ESTIMATED ACTUAL None 2000-2999: Classified Personnel Salaries Supplemental 0 see total above 3000-3999: Employee Benefits 0 Conference/training 5000-5999: Services And Other Operating Expenditures Supplemental 1160.00</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>ACTUAL 1C. Renewed Character Based Literacy Curriculum contract and purchased curriculum novels</p>
<p>Expenditures</p>	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2500 4000-4999: Books And Supplies Supplemental \$5000</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3000.00 4000-4999: Books And Supplies Supplemental \$4975</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED 1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>	<p>ACTUAL 1D. Implemented Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>
<p>Expenditures</p>	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12258.00</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 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>ACTUAL 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>Expenditures</p>	<p>BUDGETED fixed assets 4000-4999: Books And Supplies \$20,000</p>	<p>ESTIMATED ACTUAL Fixed assets 4000-4999: Books And Supplies \$30631.00</p>

Action **6**

<p>Actions/Services</p>	<p>PLANNED 1F. Maintain Career Technical Education course instructor at 50%</p>	<p>ACTUAL 1F.</p>
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		Maintained Career Technical Education course instructor at 50%
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental \$67,000 See above total. 3000-3999: Employee Benefits Supplemental 0</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental \$65,421 See above total 3000-3999: Employee Benefits Supplemental 0</p>

Action **7**

Actions/Services	<p>PLANNED 1G. Maintain Instructional Intervention Teacher maintained at 1 FTE to coordinate the systematic implementation of the Response to Intervention (Rtl) model to ensure that each student's academic, social emotional and behavioral needs are met. (See details in section 3A)</p>	<p>ACTUAL 1G. Decreased Instructional Intervention Teacher to 50% FTE to coordinate the systematic implementation of the Response to Intervention (Rtl) model to ensure that each student's academic, social emotional and behavioral needs are met. (See details in section 3A)</p>
Expenditures	<p>BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental \$90,000 See above total. 3000-3999: Employee Benefits Supplemental 0</p>	<p>ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental \$45,000 3000-3999: Employee Benefits Supplemental 0</p>

Action **8**

Actions/Services	<p>PLANNED 1H. Implement Facilities Development Plan for new Community School; Complete build out project to open for school year 2016-17</p>	<p>ACTUAL 1H. Implemented Facilities Development Plan for new Community School; Completed build out project and opened for school year 2016-17</p>
Expenditures	<p>BUDGETED 6000-6999: Capital Outlay Fund 14 \$500,000</p>	<p>ESTIMATED ACTUAL 6000-6999: Capital Outlay Fund 14 579,000</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve Goal 1 was successful. However, challenges were experienced for the following Actions/services:
 1D. Illuminate Student Achievement Data System was partially implemented. In 2017-18, benchmark assessments and other local assessments will be entered into the system.
 1F. In 2016-17 the Construction course teacher went out on a long term medical leave, and we were unable to recruit a qualified substitute. The position is now vacant and we are recruiting a qualified replacement.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve Goal 1 was positive. The following actions/services demonstrated increase in student engagement, and access to instruction and the curriculum:

- 1A. Project Based Learning significantly increased student interest and engagement in English Language Arts and Next Generation Science, and History Social Science content area subject matter.
- 1i. Facilities Development Plan was completed with the opening of a new Thomas E. Mathews Community School site. The new facility layout was designed to provide not only adequate classroom space to support a successful learning environment, but also includes multiple other designated offices, rooms, and open spaces to support the flow of implementing a multi-tiered system of support for dealing with student discipline.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in the cost of the following action/service:

- 1E.- Increased cost of technology due to opening a new school and equipping it as detailed in the site technology work plan.
- 1G- Intervention teacher was reduced to 50% FTE due to a vacancy in the Assistant Principal position, and the two positions were combined and filled with the current teacher.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The 2017-20 LCAP shows the following changes:

- Metrics:
 - Eliminate 1.2 Salary and benefits package
 - Eliminate 1.5 Facilities plan
- Actions/services:
 - Eliminate 1B Mindfulness training
 - Eliminate 1i. Facilities Plan

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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

ACTUAL

- 2.1-Attendance rates decreased from 86% to 82%. Analysis indicated that 2015-16 data was invalid.
- 2.2-Truancy/ chronic absenteeism rates decreased from 75% to 58%. Analysis indicated that 2015-16 data was invalid.
- 2.3- Rates for disruption decreased from 16% to 14%
- 2.4-Rates for major incidents increased from 61% to 63%.
- 2.5- Increased PBIS Tier I implementation from 90% to 95%
- 2.6-Implemented at least one parent interest activity per semester; Back to School and Open House
- 2.7-CHKS data is available every other year. Data will be reported in 2017-18.
- 2.8-Increase successful transition rate to school of residency from 1% to 2%. Analysis indicated that 2015-16 data was invalid.
- 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

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	PLANNED 2A. Implement at least one high interest student activity per semester	ACTUAL 2A. Several high interest field trips were held at both school sites
Expenditures	BUDGETED Materials 4000-4999: Books And Supplies Supplemental \$1000	ESTIMATED ACTUAL Materials 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1000

Action **2**

Actions/Services	PLANNED 2B. Host Quarterly family involvement activities to improve communication with parents by building relationships with school staff	ACTUAL 2B. Back to School and Open House events were held at both school sites
Expenditures	BUDGETED Materials 4000-4999: Books And Supplies Supplemental \$1000	ESTIMATED ACTUAL Materials and Supplies 4000-4999: Books And Supplies Supplemental \$1000

Action **3**

Actions/Services	PLANNED 2C. Continue to coordinate Positive behavior Intervention Supports: SWIS data system Behavior incentives PBIS training PBIS Coach	ACTUAL 2C. Positive behavior Intervention Supports (PBIS) was fully implemented at both school sites: SWIS data system Behavior incentives PBIS training PBIS Coach
Expenditures	BUDGETED 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	ESTIMATED ACTUAL PBIS SWIS and PCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000 PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000 PBIS Coach 3000-3999: Employee Benefits Supplemental \$1000 Incentives 4000-4999: Books And Supplies Supplemental \$2183

Action **4**

Actions/Services	PLANNED	ACTUAL
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Expenditures	2D. Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans	2D. Behavior Specialist provided intensive trauma training and positive behavior support plans per IEP requirements
	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$20,000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental 11,880

Action **5**

Actions/Services	PLANNED 2E. Maintain Assistant Principal at 1 FTE to support student services as recommended by parent feedback in stakeholder engagement sessions	ACTUAL 2E. Assistant Principal .5 FTE to support student services as recommended by parent feedback in stakeholder engagement sessions
	BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental \$70,000 3000-3999: Employee Benefits Supplemental \$15,000	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental \$35,000 3000-3999: Employee Benefits Supplemental \$7,500

Action **6**

Actions/Services	PLANNED 2F. Continue Restorative Justice Practice training and implementation	ACTUAL 2F. Restorative Justice Practice was implemented at both school sites. Refresher Training will be provided in 2017-18.
	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0

Action **7**

Actions/Services	PLANNED 2G. Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services	ACTUAL 2G. Parent Project workshops were provided in collaboration with Yuba County Courts, Probation, Health and Human Services
	BUDGETED 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	ESTIMATED ACTUAL 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 276.00 Materials/Supplies 4000-4999: Books And Supplies Supplemental \$3000

Action **8**

Actions/Services	PLANNED 2H. Continue to provide probation officer	ACTUAL 2H. Full time on site Probation Officer was provided at Community School
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000

Action **9**

Actions/Services	PLANNED 2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance	ACTUAL 2i. 5% SARB Coordinator supported system intervention to improve truancy student attendance
Expenditures	BUDGETED 2000-2999: Classified Personnel Salaries Supplemental \$5,000 See above total. 3000-3999: Employee Benefits Supplemental 0 3000-3999: Employee Benefits Supplemental	ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries Supplemental \$5,000 see above total 3000-3999: Employee Benefits Supplemental 0

Action **10**

Actions/Services	PLANNED 2J. Provide Student Resource Officer	ACTUAL 2J. 30% Student Resource Officer was provided for Community School
Expenditures	BUDGETED 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000	ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve this goal were successful. Creating school community practices to support student success academically, socially and emotionally was the focus for 2016-17. While establishing systems to accurately track valid and reliable data for metrics will be a focus for 2017-18, it was apparent to staff and students that Positive Behavior Intervention and Support (PBIS) systems being implemented at 95% resulted in overall successful implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve this goal were demonstrated to be effective by 95% implementation of PBIS. Discipline referral rates for disruption of 14% and 63% for major incidents, suggests that the intervention system is providing support for all but the most challenging behaviors. Due to the nature of the students that are served in the County Community School, this outcome is not surprising. The Yuba County Plan for Expelled Youth provides for a multi-tiered system of program offerings. Students referred to our programs are those with the most severe behaviors.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2C cost increased with PCOE contract for PBIS.
Action 2D actual services needed per student IEPs were less than anticipated
Action 2E. Difficulty in recruiting for a qualified candidate to fill the full-time Assistant Principal position. Position was filled by splitting position with 50% admin/50% teacher, see Goal 1 action 2 and Goal 2 action 5 in 2017-20 LCAP.
Action 2F Restorative Justice practices were implemented but training was not needed. See Goal 2 action 6 in 2017-20 LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 2E. Difficulty in recruiting for a qualified candidate to fill the full-time Assistant Principal position. Position was filled by splitting position with 50% admin/50% teacher, see Goal 1 action 2 and Goal 2 action 5 in 2017-20 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

Data system to track increase number of expelled youth that re-enter school of residency was not established.
 Maintained 100% of Expelled Youth will receive coordinated services countywide as reported by countywide AB922 partners

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 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.
	BUDGETED 1000-1999: Certificated Personnel Salaries Supplemental \$10,000

Actual	ACTUAL 3A. Administrative support was provided 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.
	ESTIMATED ACTUAL 1000-1999: Certificated Personnel Salaries Supplemental \$10,000

Expenditures

See above total. 3000-3999: Employee Benefits Supplemental 0

see above total 3000-3999: Employee Benefits Supplemental 0

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions/services of this goal was successful. All actions were completed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness of the actions/services to achieve this goal was effective. Collaborative partners of the Yuba County AB922 Plan for Expelled Youth continue to evaluate program offerings to meet the diverse needs of the expelled youth in Yuba County.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The system to track the rate of transition back to school of residency will be discussed at AB922 meetings in the fall of 2017. See action 3.2 in the 2017-20 LCAP.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input checked="" type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

4.1 Data is still being collected and analyzed, and will be reported 2017-18
 4.2 Data is still being collected and analyzed, and will be reported 2017-18

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED 4A.Provide Foster Youth Counseling services.	ACTUAL 4A.Provided Foster Youth Counseling services.
	BUDGETED 1000-1999: Certificated Personnel Salaries FYS Grant \$21,500 3000-3999: Employee Benefits FYS Grant \$2584	ESTIMATED ACTUAL FYS Counselor 2000-2999: Classified Personnel Salaries FYS Grant 20,582 see above total 3000-3999: Employee Benefits FYS Grant 0

Action 2

<p>Actions/Services</p>	<p>PLANNED 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.</p>	<p>ACTUAL 4B. Provided 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.</p>
<p>Expenditures</p>	<p>BUDGETED 2000-2999: Classified Personnel Salaries FYS Grant \$20,000 3000-3999: Employee Benefits FYS Grant \$7811</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries FYS Grant 38,383 see total above 3000-3999: Employee Benefits</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED 4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County</p>	<p>ACTUAL 4C. Utilized Data Quest data to track academic achievement gap between foster youth and general student population in Yuba County</p>
<p>Expenditures</p>	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures 0</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED 4D. Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).</p>	<p>ACTUAL 4D. Continued to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).</p>
<p>Expenditures</p>	<p>BUDGETED 5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500</p>	<p>ESTIMATED ACTUAL 5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1300</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 4E. Provide Prevention Assistant to act as an Educational Liaison</p>	<p>ACTUAL 4E. Maintained the 100% FTE Prevention Assistant positions and added additional Prevention Assistant position of 25% FTE as Educational Liaison</p>
<p>Expenditures</p>	<p>BUDGETED 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>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries FYS Grant 71,493 see total above 3000-3999: Employee Benefits FYS Grant 0 5900: Communications FYS Grant \$1713 4000-4999: Books And Supplies FYS Grant \$1700</p>

Action **6**

Actions/Services	PLANNED 4F. Provide transportation for Foster Youth; home to school, Independent Living Program activities, California Youth Connection and other community programs as needed	ACTUAL 4F. Provided transportation for Foster Youth; home to school, Independent Living Program activities, California Youth Connection and other community programs as needed
	BUDGETED 5000-5999: Services And Other Operating Expenditures FYS Grant \$4,500	ESTIMATED ACTUAL 5000-5999: Services And Other Operating Expenditures FYS Grant \$3,650
Expenditures		
Action	7	
Actions/Services	PLANNED 4G. Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit	ACTUAL 4G. Supported Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit, Bridges Out of Poverty Conference, Youth Development Conference and Foster Youth Coordinator conference.
	BUDGETED Conferences 5000-5999: Services And Other Operating Expenditures FYS Grant \$2000	ESTIMATED ACTUAL Conferences 5000-5999: Services And Other Operating Expenditures \$3640
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve Goal 4 were successful. Prevention Assistants accomplished identification of and providing services for Foster Youth individually and group settings throughout the 2016-17. Through a multi-agency collaborative process of reviewing data in Calpads, Foster Focus, and CMS data collection, the foundation for developing and sustaining an all inclusive data system was established. See Goal 4, Action/Service 4.3, 4.4 and 4.5

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the goal have been demonstrated to have a positive effect by increasing the rate of accurately identifying foster youth in all data systems mentioned above. When comparing identified youth across systems there was an increase of approximately 65% identification rates between systems. See Goal 4 Action/Service 4.4 in the 2016-17 Annual Update and 2017-18 LCAP Goal 4 Identified Need 4.3.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following Action/Services resulted in a material difference:
4.2 - Increase % of time in Foster Youth Coordinator position due to an increase in Foster Youth Services Grant award.
4.5 - Increase % of time in Prevention Assistant position due to an increase in Foster Youth Services Grant award.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the 2017-20 LCAP Goal 4 was modified to accurately reflect the Foster Youth Services Executive council. Based on the Annual Update evaluation process the Identified Needs were also updated. While qualitative outcomes suggest positive program implementation, the actions/services for 2017-20 will include a focus on improving quantitative data collection to support program evaluation, service delivery models and ultimately reducing the academic achievement gap for Foster Youth. See 2017-20 LCAP Goal 4 Action/Service 4.3, 4.4 and 4.5.
YCOE increased services by adding approximately 15% to the part-time prevention specialist position. This increase results in an increase in services provided to foster youth, foster parents and collaborating agencies; more specifically to the coordinated compliance reform efforts in our county.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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 2017-20 YCOE LCAP.

Beginning in August 2016, LCAP Progress Reports were given to each stakeholder group at their various meetings to review 2017-20 goals, actions/services, and/or to date progress towards Annual Measureable Outcomes. A brief review of LCFF and LCAP process information was also reviewed to insure that new members in any given group could effectively participate in the discussion.

December 14, 2016 First Interim Budget Report with detailed information regarding the LCFF and LCAP presented to Yuba County Board of Education.

May 10, 2017 Yuba County Office of Education Board Meeting- Review 2017-20 Draft Actions/Services and Expenditures.

June 6, 2017 LCAP stakeholder meeting with Bargaining Units.

June 14, 2017 – Public Hearing 2017-20 LCAP presentation, and receive public comment.

June 21, 2017 – 2017-20 Final LCAP submitted for Board approval.

Beginning in August 2016, progress reports on 2017-20 LCAP Expected Annual Measurable Outcomes and/or Action and Service implementation for each goal were provided to the following stakeholder groups:

Yuba County Board of Education: Meetings: 8/10/16, 9/14/16, 10/12/16, 11/9/16, 12/14/16, 1/11/17, 2/14/17, 3/8/17, 4/12/17, 5/10/17.

Court and Community School staff including clerical, paraeducators, teachers and principals, Administrative staff, Yuba County Probation, and Marysville Police Department.: 8/26,9/16,10/7,10/21, 11/4, 12/2, 1/6, 1/20, 2/3, 3/3, 3/17, 4/7, 5/5, 5/19

Court and Community School Site Council, including teachers, principals, parents and students (SSC): 10/2/16, 1/19/17, 3/2/17, 3/30/17, 4/20/17, 5/4/17.

Foster Youth Services Programs Executive Council: 1/19/17, 3/9/17

Education and Institution Leadership Meetings: 8/9/16, 9/13/16, 10/11/16, 11/8/16, 12/13/16, 1/10/17, 2/13/17, 3/7/17, 4/11/17, 5/9/17.

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.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

In the development process of 2017-20 LCAP it remains apparent that all stakeholders continue to need multiple 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.

The stakeholder groups that have been the most engaged in developing the 2017-20 LCAP development are the Court and Community Staff and School Site Council, Parents, the Foster Youth Services Program Executive Council, Yuba County Probation, and Marysville Police Department. The input that has been received from these groups has been included in the 2017-20 LCAP.

The following are the impacts based on recommendations from stakeholders:

Staff:

- Continue to support the implementation of the current effective discipline system to ensure that Community School is a safe learning environment.

Impact: Maintain the Student Resource Officer to provide increased support for youth with dangerous behavior. Continue daily debriefing sessions with staff to evaluate system of positive interventions and supports. Retrain staff in Restorative Justice Practices to provide all new and returning 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. (continue from 2016-17)

Impact: Intervention teacher position to prioritize development of a certificate vocational training program. Assistant Principal position maintained and will continue as lead for developing Career Readiness focus, and to develop community partnerships to expand vocational and community service experiences for our students.(continue from 2016-17)

Foster Youth Services Program Executive Council:

- Continue county wide data sharing policy.
- Develop system to track Foster Youth achievement data.

Impact: Expanded Prevention Assistant position will coordinate data tracking.

AB 922 Expelled Youth Plan partners:

- Continue to evaluate programs and maintain communication between schools when referring students to expulsion placement.

Impact: Yuba COE will revise the process for tracking referrals and placement determination in Yuba COE programs. Yuba COE will continue to facilitate meetings with local district representatives to coordinate county wide expelled youth program implementation.

Students:

- Continue to allow students to take extra work to their rooms.
- Increase electives such as art, music, CTE courses.

Impact: Yuba COE administrators will continue to collaborate with Court and Community School staff and Probation staff to implement the existing plan. Yuba COE leadership team agrees that both are valuable and feasible actions. A pilot electives program will be implemented Fall 2017-20.

School Site Council and Parents:

- continue to have visible administrators on site.

- appreciate the support given to the students that need it the most.

Impact:

Continue Assistant Principal position so administration can be visible at both Court and Community School programs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

Identified Need

local assessment data shows a trend of decreased student achievement data

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 % of properly credentialed teachers as measured by Williams Survey	1.1 71% properly credentialed teachers	1.1 Increase properly credentialed teachers from 71% to 85% as measured by Williams Survey	1.1 Increase highly properly credentialed teachers from 85% to 100% as measured by Williams Survey	1.1 Maintain highly properly credentialed teachers at 100% as measured by Williams Survey
1.2-% of Instructional materials sufficiency as measured by Williams Survey	1.2-100% Instructional materials sufficiency as measured by Williams Survey	1.2-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey	1.2-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey	1.2-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey
1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey	1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey	1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey
1.4- California State Standard implementation as measured with local observation tool	1.4- Set baseline of California State Standard implementation with observation tool	1.4- Increase % (% TBD by baseline) of California State Standard implementation as measured by local observation tool	1.4- Increase % (% TBD by 2017-18 baseline) of California State Standard implementation as measured by local observation tool	1.4- Increase % (% TBD by 2017-18 baseline) of California State Standard implementation as measured by local observation tool
1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended

1.6 % of Local benchmark assessment proficiency	1.6 Set baseline for Local benchmark assessment proficiency Renaissance math and reading	1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%	1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%	1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%
1.7- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Increase 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Increase 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Increase from 3 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts
1.8- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.8- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.8- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.8- Increase 3 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics	1.8- Increase 3 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics
1.9- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards
1.10- API N/A	1.10- API N/A	1.10- API N/A	1.10- API N/A	1.10- API N/A
1.11-% of students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
1.12-% of Individual Education Plan (IEP) goals successfully completed	1.12-63% of Individual Education Plan (IEP) goals successfully completed	1.12-Increase from 63% to 65% of Individual Education Plan (IEP) goals successfully completed	1.12-Increase from 65% to 67% of Individual Education Plan (IEP) goals successfully completed	1.12-Increase from 67% to 69% of Individual Education Plan (IEP) goals successfully completed
1.13-% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule

1.14-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.14-1:1 ratio teacher and student access to technology to support standards aligned instruction	1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction	1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction	1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction
1.15- AP and EAP are not applicable metrics for court & community school students	1.15-AP and EAP are not applicable metrics for court & community school students	1.15-AP and EAP are not applicable metrics for court & community school students	1.15- AP and EAP are not applicable metrics for court & community school students	1.15- AP and EAP are not applicable metrics for court & community school students
1.16- A-G Course access for WASC accredited schools	1.16- Set baseline A-G Course access for WASC accredited schools	1.16- Increase from baseline A-G Course access for WASC accredited schools	1.16- Increase from baseline A-G Course access for WASC accredited schools	1.16- Increase from baseline A-G Course access for WASC accredited schools
1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.1 Professional Development teachers:
Project Based Learning (PBL) Intergrated California State Standards ELA/ELD and Next Generation Science Standards

2018-19

New Modified Unchanged

1.1 Professional Development teachers:
TBD by needs assessment

2019-20

New Modified Unchanged

1.1 Professional Development teachers:
TBD by needs assessment

BUDGETED EXPENDITURES

2017-18

Amount	\$4,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4000
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$4,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4000
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$4000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4000
Source	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$4000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2
Decrease Instructional Intervention Teacher to .5FTE

2018-19

New Modified Unchanged

1.2
Maintain Instructional Intervention Teacher .5FTE

2019-20

New Modified Unchanged

1.2
Maintain Instructional Intervention Teacher .5FTE

BUDGETED EXPENDITURES

2017-18

Amount	\$45,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	0
Source	Supplemental

2018-19

Amount	\$45,900
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	0
Source	Supplemental

2019-20

Amount	\$46,800
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	0
Source	Supplemental

Budget Reference 3000-3999: Employee Benefits see total above

Budget Reference 3000-3999: Employee Benefits see total above

Budget Reference 3000-3999: Employee Benefits see total above

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3
Renew Character Based Literacy Curriculum contract and purchase curriculum novels

2018-19

New Modified Unchanged

1.3
Renew Character Based Literacy Curriculum contract and purchase curriculum novels

2019-20

New Modified Unchanged

1.3
Renew Character Based Literacy Curriculum contract and purchase curriculum novels

BUDGETED EXPENDITURES

2017-18

Amount \$7500

Source Supplemental

2018-19

Amount \$7500

Source Supplemental

2019-20

Amount \$7500

Source Supplemental

Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures
Amount	\$3500	Amount	\$3500	Amount	\$3500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

1.4 Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system

2018-19

New Modified Unchanged

1.4 Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system

2019-20

New Modified Unchanged

1.4 Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system

BUDGETED EXPENDITURES

2017-18

Amount \$11,000

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount \$11,000

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount \$11,000

Source Supplemental

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5
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

2018-19

New Modified Unchanged

1.5
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

2019-20

New Modified Unchanged

1.5
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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$20,000	Amount	\$20,000	Amount	\$20,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies	Budget Reference	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.6 Career Technical Education course instructor increased to 57%	1.6 Career Technical Education course instructor maintained at 57%	1.6 Career Technical Education course instructor maintained at 57%

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$48,500	Amount	\$48,500	Amount	\$48,500
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	0	Amount	0	Amount	0
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	3000-3999: Employee Benefits See above total.	Budget Reference	3000-3999: Employee Benefits See above total.	Budget Reference	3000-3999: Employee Benefits See total above
Budget Reference		Budget Reference		Budget Reference	

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Alternative Education Model Program Visits

2018-19

New
 Modified
 Unchanged

N/A

2019-20

New
 Modified
 Unchanged

N/A

BUDGETED EXPENDITURES

2017-18

Amount	\$3000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/trainings

2018-19

Amount	0
Source	
Budget Reference	

2019-20

Amount	0
Source	
Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Attendance rates	2.1 82% Attendance rate	2.1-Increase attendance rates from 82% to 85%	2.1-Increase attendance rates from 85% to 88%	2.1-Increase attendance rates from 88% to 90%
2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates	2.2 Decrease truancy/chronic absenteeism rates from 58% to 55%	2.2 Decrease truancy/chronic absenteeism rates from 55% to 52%	2.2 Decrease truancy/chronic absenteeism rates from 52% to 49%
2.3 Discipline referral rates for disruption	2.3 14% discipline referral rates for disruption	2.3 Decrease discipline referral rates for disruption from 14% to 12%	2.3 Decrease discipline referral rates for disruption from 12% to 10%	2.3 Maintain discipline referral rates for disruption at 10%
2.4 Discipline referral rates for major incidents	2.4 63% Discipline referral rates for major incidents	2.4 Decrease Discipline referral rates for major incidents from 63% to 60%	2.4 Decrease Discipline referral rates for major incidents from 60% to 57%	2.4 Decrease Discipline referral rates for major incidents from 57% to 54%
2.5 PBIS implementation	2.5 95% PBIS implementation	2.5 Maintain at least 95% PBIS implementation	2.5 Maintain at least 95% PBIS implementation	2.5 Maintain at least 95% PBIS implementation
2.6 Connectedness factors on CHKS	2.6 62% Connectedness factors on CHKS	2.6 Increase Connectedness factors on CHKS from 62% to 65%	2.6 Maintain Connectedness factors on CHKS at 65%	2.6 Increase Connectedness factors on CHKS from 65% to 67%
2.7 Middle School High School graduation and dropout rates	2.7 Middle School High School graduation and dropout rates	2.7 Middle School High School graduation and dropout rates	2.7 Middle School High School graduation and dropout rates	2.7 Middle School High School graduation and dropout rates

are not applicable to Court & Community School Programs	are not applicable to Court & Community School Programs	are not applicable to Court & Community School Programs	are not applicable to Court & Community School Programs	are not applicable to Court & Community School Programs
2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs
2.9 Parent survey participation rate	2.9 Set baseline for parent survey participation rates	2.9 Increase parent survey participation rates by TBD% based on baseline	2.9 Increase parent survey participation rates by TBD% based on baseline	2.9 Increase parent survey participation rates by TBD% based on baseline
2.10 Parent participation in school activities rate	2.10 Set baseline for parent participation in school activities by TBD%	2.10 Increase parent participation in school activities by TBD% based on baseline	2.10 Increase parent participation in school activities by TBD% based on baseline	2.10 Increase parent participation in school activities by TBD% based on baseline

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

2.1 Implement at least one high interest student activity per semester	2.1 Implement at least one high interest student activity per semester	2.1 Implement at least one high interest student activity per semester
--	--	--

BUDGETED EXPENDITURES

2017-18

Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

2018-19

Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials

2019-20

Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--

2.2 Host Quarterly family involvement activities to improve communication with parents by building relationships with school staff

2.2 Host Quarterly family involvement activities to improve communication with parents by building relationships with school staff

2.2 Host Quarterly family involvement activities to improve communication with parents by building relationships with school staff

BUDGETED EXPENDITURES

2017-18

Amount
 Source
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.3 Continue to coordinate Positive behavior Intervention Supports (PBIS):

2.3 Continue to coordinate Positive behavior Intervention Supports (PBIS):

2.3 Continue to coordinate Positive behavior Intervention Supports (PBIS):

SWIS data system
 Behavior incentives
 PBIS training
 PBIS Coach

SWIS data system
 Behavior incentives
 PBIS training
 PBIS Coach

SWIS data system
 Behavior incentives
 PBIS training
 PBIS Coach

BUDGETED EXPENDITURES

2017-18

Amount	\$10,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS SWIS and PCOE
Amount	\$6000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries PBIS Coach
Amount	\$1000
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits PBIS Coach
Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives

2018-19

Amount	\$10,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$6000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries PBIS Coach
Amount	\$1000
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits PBIS Coach
Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives

2019-20

Amount	\$10,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$6000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries PBIS Coach
Amount	\$1000
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits PBIS Coach
Amount	\$1000
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.4 Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans

2.4 Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans

2.4 Provide Behavior Specialist to provide intensive trauma training and positive behavior support plans

BUDGETED EXPENDITURES

2017-18

Amount \$10,000
 Source Supplemental
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount \$10,000
 Source Supplemental
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount \$10,000
 Source Supplemental
 Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

2.5 Maintain Assistant Principal at .5 FTE to support student services as recommended by parent feedback in stakeholder engagement sessions

2018-19

- New Modified Unchanged

2.5 Maintain Assistant Principal at .5 FTE to support student services as recommended by parent feedback in stakeholder engagement sessions

2019-20

- New Modified Unchanged

2.5 Maintain Assistant Principal at .5 FTE to support student services as recommended by parent feedback in stakeholder engagement sessions

BUDGETED EXPENDITURES

2017-18

Amount	\$35,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$7,500
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	\$35,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$7,500
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	\$35,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$7,500
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- All Students with Disabilities [Specific Student Group(s)] none

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.6 Continue Restorative Justice Practice training and implementation

2018-19

New Modified Unchanged

2.6 Provide refresher Restorative Justice Practice training and implementation

2019-20

New Modified Unchanged

2.6 Continue Restorative Justice Practice training and implementation

BUDGETED EXPENDITURES

2017-18

Amount	\$7,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount	\$3,500
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount	\$7,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.7 Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services

2018-19

New Modified Unchanged

2.7 Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services

2019-20

New Modified Unchanged

2.7 Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services

BUDGETED EXPENDITURES

2017-18

Amount	\$9,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Facilitator/Coordinator
Amount	\$1500
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Facilitator/Coordinator
Amount	\$4000

2018-19

Amount	\$9,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Facilitator/Coordinator
Amount	\$1500
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Facilitator/Coordinator
Amount	\$4000

2019-20

Amount	\$9,000
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Facilitator/Coordinator
Amount	\$1500
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Facilitator/Coordinator
Amount	\$4000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilitator Conference/training	Budget Reference	5000-5999: Services And Other Operating Expenditures Facilitator Conference/Training	Budget Reference	5000-5999: Services And Other Operating Expenditures Facilitator Conference/Training
Amount	\$5000	Amount	\$5000	Amount	\$5000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials	Budget Reference	4000-4999: Books And Supplies Materials	Budget Reference	4000-4999: Books And Supplies Materials

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

2.8 Continue to provide probation officer

2.8 Continue to provide probation officer

2.8 Continue to provide probation officer

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$50,000	Amount	\$50,000	Amount	\$50,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance	2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance	2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$5,000	Amount \$5,000	Amount \$5,000

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	0	Amount	0	Amount	0
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries See above total.	Budget Reference	3000-3999: Employee Benefits See above total.	Budget Reference	3000-3999: Employee Benefits See above total.

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.10 Provide Student Resource Officer

2018-19

New Modified Unchanged

2.10 Provide Student Resource Officer

2019-20

New Modified Unchanged

2.10 Provide Student Resource Officer

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

County wide coordination of services for expelled youth is required to ensure a system of successful educational placements that meet their diverse and challenging needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Expelled Youth receive coordinated services countywide	Set baseline 2017-18	Maintain 100% of Expelled Youth will receive coordinated services countywide	Maintain 100% of Expelled Youth will receive coordinated services countywide	Maintain 100% of Expelled Youth will receive coordinated services countywide
% of Expelled Youth that re-enter school of residency	Set baseline 2017-18	Increase number of expelled youth that re-enter school of residency by 2%	Increase number of expelled youth that re-enter school of residency by 2%	Increase number of expelled youth that re-enter school of residency by 2%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Expelled Youth

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

3.1 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.

2018-19

- New Modified Unchanged

3.1 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.

2019-20

- New Modified Unchanged

3.1 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.

BUDGETED EXPENDITURES

2017-18

Amount	\$10,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits see total above

2018-19

Amount	\$10,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits See above total.

2019-20

Amount	\$10,000
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits See above total.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Goal 4: Continue collaboration with Foster Youth Services Executive Council (members 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 to increase educational outcomes for Foster Youth enrolled in Yuba County schools.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

4.1 Foster Youth suffer from a larger educational achievement gap than other subgroups as a result of school placement changes, being a victim of trauma, and lack of coordinated resources to meet their diverse needs. There is a negative correlation between educational placement changes and educational success including graduation rates. As placement changes increase, educational success decreases.

4.2 There is a need to increase communication between Childrens Welfare Services, Foster Youth parents, and Schools; indicating a need for Foster Youth Services Coordinating Program (FYSCP) staff to collaborate in Child Family Team (CFT) meetings.

4.3 An estimated 65% of Yuba County foster youth identified in Foster Focus were not identified as foster youth in school districts' student information systems. Therefore, indicating that the coordination of the identification process between Children's Welfare Services, Foster Youth Services and School Districts needs improvement.

4.4 Each student identified as a Foster Youth has individualized needs that are addressed through a comprehensive plan of support that is coordinated by FYSCP prevention assistants.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.1-% of changes in FY school placement	4.1-Set baseline for % of changes in FY school placement %TBD based on 16-17 data.	4.1-Decrease changes in FY school placement %TBD based on 16-17 data.	4.1-Decrease changes in FY school placement %TBD based on 17-18 data.	4.1-Decrease changes in FY school placement %TBD based on 18-19 data.
4.2-% of academic achievement gap between foster youth and	4.2-Set baseline of academic achievement gap between foster	4.2-Academic achievement gap between foster youth and general student population in	4.2-Academic achievement gap between foster youth and general student population in	4.2-Academic achievement gap between foster youth and general student population in

general student population in Yuba County	youth and general student population in Yuba County	Yuba County decrease % TBD by 16-17 data	Yuba County decrease % TBD by 17-18 data	Yuba County decrease % TBD by 18-19 data
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)] Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
4.1-Provide Foster Youth Counseling services	4.1-Provide Foster Youth Counseling Services	4.1- Provide Foster Youth Counseling Services

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$18,375	Amount: \$18,742	Amount: \$19,115
Source: FYS Grant	Source: FYS Grant	Source: FYS Grant

Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$2206	Amount	\$2250	Amount	\$2295
Source	FYS Grant	Source	FYS Grant	Source	FYS Grant
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.2 Provide 48% coordinator to act as Foster\Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.

2018-19

New Modified Unchanged

4.2 Provide 48% coordinator to act as Foster\Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.

2019-20

New Modified Unchanged

4.2 Provide 48% coordinator to act as Foster\Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$33,375	Amount	\$34,042	Amount	\$34,723
Source	FYS Grant	Source	FYS Grant	Source	FYS Grant
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$13,129	Amount	\$13,391	Amount	\$13,628
Source	FYS Grant	Source	FYS Grant	Source	FYS Grant
Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits	Budget Reference	3000-3999: Employee Benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] Foster Youth

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

4.3 Establish a progress monitoring system of local assessments to track academic achievement gap between foster youth and general student population in Yuba County

4.3 Maintain progress monitoring system of local assessments to track academic achievement gap between foster youth and general student population in Yuba County

4.3 Maintain progress monitoring system of local assessments to track academic achievement gap between foster youth and general student population in Yuba County

BUDGETED EXPENDITURES

2017-18

Amount \$1500

Source FYS Grant

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2018-19

Amount \$1500

Source FYS Grant

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

2019-20

Amount \$1500

Source FYS Grant

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

4.4 Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).

4.4 Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).

4.4 Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

4.5 Provide Prevention Assistants to act as an Educational Liaisons

4.5 Provide Prevention Assistants to act as an Educational Liaisons

4.5 Provide Prevention Assistants to act as an Educational Liaisons

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$45,336
Source	FYS Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$24,679
Source	FYS Grant
Budget Reference	3000-3999: Employee Benefits
Amount	\$2600
Source	FYS Grant
Budget Reference	5900: Communications
Amount	\$2500
Source	FYS Grant
Budget Reference	4000-4999: Books And Supplies

Amount	\$46,243
Source	FYS Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$25,173
Source	FYS Grant
Budget Reference	3000-3999: Employee Benefits
Amount	\$2600
Source	FYS Grant
Budget Reference	5900: Communications
Amount	\$2500
Source	FYS Grant
Budget Reference	4000-4999: Books And Supplies

Amount	\$47,168
Source	FYS Grant
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	\$25676
Source	FYS Grant
Budget Reference	3000-3999: Employee Benefits
Amount	\$2600
Source	FYS Grant
Budget Reference	5900: Communications
Amount	\$2500
Source	FYS Grant
Budget Reference	4000-4999: Books And Supplies

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>[Specific Student Group(s)] Foster Youth</u>
	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.6 Provide transportation, school supplies, ILP training, educational incentive trips, college visits

2018-19

New Modified Unchanged

4.6 Provide transportation, school supplies, ILP training, educational incentive trips, college visits

2019-20

New Modified Unchanged

4.6 Provide transportation, school supplies, ILP training, educational incentive trips, college visits

BUDGETED EXPENDITURES

2017-18

Amount \$4000

Source FYS Grant

Budget Reference 4000-4999: Books And Supplies

2018-19

Amount \$4000

Source FYS Grant

Budget Reference 4000-4999: Books And Supplies

2019-20

Amount \$4000

Source FYS Grant

Budget Reference 4000-4999: Books And Supplies

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] Foster Youth

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.7 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences

2018-19

New Modified Unchanged

4.7 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences

2019-20

New Modified Unchanged

4.7 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences

BUDGETED EXPENDITURES

2017-18

Amount	\$2000
Source	FYS Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences

2018-19

Amount	\$2000
Source	FYS Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences

2019-20

Amount	\$2000
Source	FYS Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$350,767

Percentage to Increase or Improve Services: 11.77%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Because of the high population of our unduplicated student counts in court and community schools all services in 2017-20 LCAP 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 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 2017-20 LCAP 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.

YCOE students are predominately low income with a significantly high mobility rate. The actions and services in 2017-20 LCAP are principally directed to meet the needs of unduplicated students. The improved and increased actions and services go significantly beyond 11.77% increase to the basic program. These are research-based services to meet the academic, social emotional and college 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 increased services include the supplemental support of an intervention teacher assignment to provide targeted instruction, an Assistant Principal assignment to support student safe school and effective learning environment, continued Project Based Learning professional development, para-educator to support more rigorous instruction, Odysseyware for credit recovery, site visits to model Court and Community School programs to aide in our program evaluation, and implementation of WASC accredited A-G courses at Harry P. B. Carden, Court School. Actions and services continuing from 2016-17 into 2017-2020 LCAP include a Behavior Specialist, Project Based Learning training to integrate Next Generation Science Standards with California State Standards in ELA/ELD, maintaining an Assistant Principal position, a Student Resource Officer, and CTE Construction program.

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 and improving the implementation fidelity of Restorative Justice practices, Parent Project training for parents of the most high-risk students, and Positive Behavior Intervention Supports.

In addition, all the actions and services 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 college and career readiness skill needs of our predominantly low income student population as well as all students.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,065,711.00	1,079,981.00	495,500.00	492,641.00	499,805.00	1,487,946.00
	20,000.00	34,271.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	3,000.00	0.00	0.00	3,000.00
Fund 14	500,000.00	579,000.00	0.00	0.00	0.00	0.00
FYS Grant	109,895.00	138,821.00	151,000.00	153,741.00	156,505.00	461,246.00
Supplemental	431,816.00	327,889.00	333,500.00	330,900.00	335,300.00	999,700.00
Title II	4,000.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
Title III	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,065,711.00	1,079,981.00	495,500.00	492,641.00	499,805.00	1,487,946.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	262,500.00	155,421.00	138,500.00	139,400.00	140,300.00	418,200.00
2000-2999: Classified Personnel Salaries	82,500.00	150,458.00	117,086.00	119,027.00	121,006.00	357,119.00
3000-3999: Employee Benefits	30,295.00	10,000.00	50,014.00	50,814.00	51,599.00	152,427.00
4000-4999: Books And Supplies	35,500.00	43,489.00	38,000.00	38,000.00	38,000.00	114,000.00
5000-5999: Services And Other Operating Expenditures	11,150.00	8,726.00	16,500.00	13,500.00	13,500.00	43,500.00
5800: Professional/Consulting Services And Operating Expenditures	141,166.00	131,174.00	132,800.00	129,300.00	132,800.00	394,900.00
5900: Communications	2,600.00	1,713.00	2,600.00	2,600.00	2,600.00	7,800.00
6000-6999: Capital Outlay	500,000.00	579,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	FYS Grant	3,000.00	1,300.00	2,800.00	2,800.00	2,800.00	8,400.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	138,166.00	129,874.00	122,000.00	118,500.00	122,000.00	362,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5900: Communications	FYS Grant	2,600.00	1,713.00	2,600.00	2,600.00	2,600.00	7,800.00
6000-6999: Capital Outlay	Fund 14	500,000.00	579,000.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	150,500.00	148,400.00	149,300.00	448,200.00
Goal 2	184,000.00	180,500.00	184,000.00	548,500.00
Goal 3	10,000.00	10,000.00	10,000.00	30,000.00
Goal 4	151,000.00	153,741.00	156,505.00	461,246.00

* Totals based on expenditure amounts in goal and annual update sections.