§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Yuba County Office of Education
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LCAP Year:2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

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be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

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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?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Yuba County Office of Education held a series of Stakeholder Engagement meetings to include stakeholders in a meaningful process of developing the YCOE LCAP. Initially, four informational meetings were held for various stakeholder groups in February and March 2014. The purpose of the **LCAP/LCFF Overview meetings** was to ensure that all stakeholders had a basic understanding of the new Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). The YCOE stakeholder groups included the following: Certificated Managers, Leadership, Board of Education and our local California Teachers' Association unit. In March and April 2014, YCOE held seven **LCFF/LCAP Engagement Discussion** meetings with stakeholder groups. The specific YCOE groups included were as follows: Special Education Parents, local California School Employee Association Unit, Yuba County Foster Youth Advisory, Leadership, staff, Court & Community School Site Council, and Community Advisory Committee. On May 28, 2014, YCOE presented our **LCAP draft** in a meeting for all stakeholders. **LCAP/Budget Public Hearing** was held on June 18, 2014 and the **LCAP/Budget Adoption** occurred at the YCOE Board of Education meeting on June 25, 2014. YCOE distributed a Parent & Community Input Form at each of the	All stakeholder engagement meetings focused on sharing YCOE services, program structure, demographics, and student achievement data. In addition to engaging stakeholders from our YCOE Court & Community School program, YCOE felt it was important to also engage stakeholders from our regional Special Education programs that provide services to LEAs in Yuba County. The Parent & Community Input survey feedback was collated and organized into a results document. This feedback was responded to by the YCOE Superintendent, and taken into consideration for YCOE Court & Community School LCAP goal development. Much of the feedback received was specific to regional Special Education services provided by YCOE for LEAs in Yuba County. This information was shared with LEAs within our local Special Education Local Plan Area (SELPA). However, YCOE Superintendent and Special Education administration will also consider the feedback and comments in the on-going program evaluation process.

Involvement Process	Impact on LCAP
stakeholder engagement meetings. This survey allowed stakeholders to provide feedback on which of the ten priority areas was of the most significant importance to them. It also gathered feedback on what program elements are working well and what needs to be improved. English Language Learner Advisory Committee (ELAC) groups were not engaged as YCOE programs do not have a significant ELL subgroup size and therefore currently do not have ELACs.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Court and Community School (CCS) students suffer from an academic achievement gap								

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Metric: -Rate of teacher misassignment	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	ALL	Court & Community Schools (CCS)	N/A	-% of Highly qualified teachers will increase to 100%	-% of Highly qualified teachers will be maintained at 100%	-% of Highly qualified teachers will be maintained at 100%	1
Metric: Local comparison of salary and benefit compensation packages	**Goal 1**	Attract and retain highly qualified teachers	CCS	N/A	Maintain salary schedule that is competitive Cost: to be negotiated Source: LCFF	Maintain salary schedule that is competitive Cost: to be negotiated Source: LCFF	Maintain salary schedule that is competitive Cost: to be negotiated Source: LCFF	1

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Metric: Instructional materials sufficiency report	Goal 1	All	CCS	N/A	-Instructional materials sufficiency will be maintained at 100%	-Instructional materials sufficiency will be maintained at 100%	-Instructional materials sufficiency will be maintained at 100%	1
Metric: Williams inspection Facilities Inspection Tool (FIT)	Goal 1	All	CCS	N/A	-Facilities Inspection Tool (FIT) ratings of good or better 100% schools	-Facilities Inspection Tool (FIT) ratings of good or better 100% schools	-Facilities Inspection Tool (FIT) ratings of good or better 100% schools	1

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Metric: Local assessment of program facilities	**Goal 1**	Implement a Comprehensive Facility Plan to ensure that all facilities meet the needs of programs.	CCS	N/A	Develop a Facilities Planning Team to assess program needs, and current facilities. Cost: TBD Source: LCFF	Implement Facilities Plan Phase 1	Implement Facilities Plan Phase 2	

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Metric: Implementation of Common Core State Standards (CCSS), English Language Development (ELD) standards professional development plan	Goal 1	All	Court and Community School (CCS)	N/A	-100% of teachers trained in basics of CCSS & ELD as applicable to their grade/content area assignment	-100% of teachers will receive continued training on CCSS & ELD as applicable to their grade/content area assignment	-100% of teachers will receive continued training on CCSS & ELD as applicable to their grade/content area assignment	2

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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Observation tool measuring implementation of CCSS/ELD standards	Goal 1	All	CCS	N/A	-Identify an observation tool to measure CCSS implementation and Establish CCSS implementation baseline	- 75% CCSS implementation	-Increase CCSS implementation to 100%	2
Metric: CAHSEE exam passage	Goal 1	All including foster youth(FY) and expelled youth(EY)	CCS	N/A	-Increase CAHSEE pass rate in math and ELA Assessment to 25%	-Increase CAHSEE pass rate in math and ELA to 30%	-Increase CAHSEE pass rate in math and ELA to 35%	4,9,10

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Local Assessments in Reading/ELA/math, API when available	Goal 1	All	CCS	N/A	-Establish baseline data on local STAR assessments	-Increase STAR assessment scores -Baseline in CAASPP -create target goal when new API is released	-Develop local standards-aligned assessment to replace STAR -set growth target for CAASPP -meet API growth target	4
Metric: AMAO 2, RFEP rate, Individual Learning Plan (ILP) Note: English Learners are not a numerically significant subgroup at CCS but are provided necessary support services	Goal 1	English Learners	CCS	N/A	-100% of EL students will receive ELD, course access, and intervention support per ILP	-100% of EL students will receive ELD, course access, and intervention support per ILP	-100% of EL students will receive ELD, course access, and intervention support per ILP	4

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Metric: Local IEP review process	Goal 1	All including special education (sped) students	CCS	N/A	- Establish baseline data % of IEP goals successfully completed	-Increase IEP goals successfully completed	--Increase IEP goals successfully completed	4
Metric: A-G enrollment, CTE course completion, course completion	Goal 1	All including foster youth and expelled youth	CCS	N/A	-100% of student will have access to/enrollment in a broad course of study	-100% of student will have access to/enrollment in a broad course of study	-100% of student will have access to/enrollment in a broad course of study	4,8,9,10

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Metric: Local Technology Plan	Goal 1	All	CCS	N/A	80% of teachers and students will have access to technology to support standards aligned instruction	90% of teachers and students will have access to technology to support standards aligned instruction	100% of teachers and students will have access to technology to support standards aligned instruction	2,4
Need: Alternative Education students experience significantly higher rates of absenteeism, discipline referrals, suspension, and drop out; and significantly lower rates of parent participation, and of reported school connectedness factors.								

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Metric: School attendance rates, chronic absenteeism rates,	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	All including FY and EY	Community school	N/A	-Increase attendance rates to 78% -Decrease truancy rates by 1%	-Increase attendance rates to 79% -Decrease truancy rates by 1%	-Increase attendance rates to 80% -Decrease truancy rates by 1%	5,9,10

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Metric: Pupil suspension and expulsion rates, School Wide Information System (SWIS) discipline referral rate	Goal 2	All including FY and EY	CCS	N/A	- reduce discipline referral rates for disruption by 5% -reduce discipline referral rates for major incidents by 1% -PBIS Tier II implementation at 50%	- reduce discipline referral rates for disruption by 5% -reduce discipline referral rates for major incidents by 1% -PBIS Tier II implementation at 85% or better	- reduce discipline referral rates for disruption by 5% -reduce discipline referral rates for major incidents by 1% -PBIS Tier III implementation at 50%	6
Metric: Local parent survey	Goal 2	All	CCS	N/A	-Develop a survey to determine parent involvement interests	-Implement at least one parent interest activity per semester	-Implement at least one parent interest activity per semester	3

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Metric: California Healthy Kids Survey	Goal 2	All	CCS	N/A	-increase connectedness factors on CHKS	-increase connectedness factors on CHKS	-increase connectedness factors on CHKS	Priority area 6 School climate
Metric: Successful transition rate to include: Return to school of residency rates, Graduation rate and GED pass rate	Goal 2	All including FY and EY	Community School	N/A	-Establish a baseline for successful transition rate to include return to school of residency, graduation and GED pass rates	-Increase successful transition rate by 1%	- successful transition rate by 1%	4,5,7,9,10
Metric: Middle and High School Drop-out rates	Goal 2	All	CCS	N/A	-Establish a program dropout rate baseline and a target decline rate	-Decrease dropout rate according to target	-Decrease dropout rate according to target	5

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Need: Expelled youth programs need to meet a diverse variety of unique needs								
Metrics: Coordination of instructional programs to meet the needs of expelled youth pursuant to EC 48926 to improve the rate of re-entry to school of residency	Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth	Expelled Youth (EY)	All schools in Yuba County	N/A	Establish a baseline # of EY students that re-enter school of residency - 100% of EY will receive coordinated services	Increase rate of re-entry to school of residency - 100% of EY will receive coordinated services	Increase rate of re-entry to school of residency - 100% of EY will receive coordinated services	9

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Need: Foster youth suffer from an educational achievement gap.								
Metrics: Attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G, AP and CTE enrollment and passage, CAHSEE passage, graduation rates.	Goal 4: Decreased transfer of foster youth after a change in placement, ensure prompt enrollment in school and appropriate classes with ability to earn partial credits to equalize the educational outcomes of foster youth with the general student population	Foster youth(FY) in Yuba County Office of Education operated schools	ALL schools in Yuba County		Establish baseline data on each metric	-100% of foster youth will receive coordination of services -Gap between foster youth and general student population decrease 1% on each metric.	-100% of foster youth will receive coordination of services -Gap between foster youth and general student population decrease 1% on each metric.	4,6,10
Need: Foster youth require improved coordination of services.								
Metric: changes in school placement; number of Foster Youth Services (FYS) Advisory meetings held to identify educational strengths, needs and necessary services, and monitor educational progress of FY.		All FY attending school in Yuba County	ALL schools in Yuba County		-Increase FYS Advisory meetings from 2 to 4 per year	-Increase FYS Advisory meetings from 2 to 4 per year	- Increase FYS Advisory meetings from 2 to 4 per year	5,6,10

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Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?

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6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal1	2	Professional Development CCSS Math, ELA	Court & Community School (CCS)	N/A	1.CCSS Math Series #1 CCSS ELA Series #1 Cost:$17,000 Source:Title II, RSDSS Resource:4035,9027,4203	1.CCSS Math Series #2 CCSS ELA Series #2 Cost:$17,000 Source:Title II, RSDSS Resource:4035,9027 4203	1.CCSS Math Series #3 CCSS ELA Series #3 Cost:$17,000 Source:Title II, RSDSS Resource:4035,9027 4203
Goal 1	2,4,5,8	Additional minimum day per month for Professional Learning Community(PLC) collaboration	CCS	N/A	Implement a system of PLC collaboration to review assessment data, and plan instruction. Cost: None	Continue a system of PLC collaboration to review assessment data, and plan instruction. Cost: None	Continue a system of PLC collaboration to review assessment data, and plan instruction. Cost: None
Goal 1	2,4,5,8	Continue Character Based Literacy Curriculum	CCS	N/A	Renew CBL contract Cost: $2500 Source: CCSS $ Resource:7405	Renew CBL contract Cost: $2500 Source: CCSS $ Resource:7405	Renew CBL contract Cost: $2500 Source: CCSS $ Resource:7405

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1	**2,4,8**	Implement Illuminate Student Achievement Data System to improve system of data analysis to improve student achievement	CCS	N/A	Pilot Illuminate with one teacher at each site Cost: $2500 Source: LCFF	Fully Implement Illuminate in CCS Cost: $2500 Source: LCFF	Fully Implement Illuminate in CCS Cost: $2500 Source: LCFF
Goal 1	**2,4,5,7,8**	Implement work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software	CCS	N/A	Technology work scope phase 1 implementation Cost: $10,000 Source: LCFF	Technology work scope phase 2 implementation Cost: $10,000 Source: LCFF	Technology work scope phase 3 implementation Cost: $10,000 Source: LCFF
Goal 2	**5,6**	Plan, promote and host student events and activities	CCS	N/A	1.Create student council at TEM & Camp Singer -Implement student interest survey and -- identify high interest activities -implement at least one activity per semester Cost:$1000 LCFF	1. implement at least one activity per semester Cost:$1000 LCFF	1. implement at least one activity per semester Cost:$1000 LCFF

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 2	5,6	Showcase student work	CCS	N/A	2.Build student work showcase in ROP class Cost $500 LCFF		
Goal 2	3	Implement family involvement activities	CCS	N/A	Host Quarterly family involvement activities Cost: $500 Source: LCFF	Host Quarterly family involvement activities Cost: $500 Source: LCFF	Host Quarterly family involvement activities Cost: $500 Source: LCFF
Goal 2	5,6	Tier II and Tier III Positive Behavior Intervention Supports (PBIS) implementation	CCS	N/A	Implement SWIS data collection & analysis at 100%fidelity Cost: $6666 LCFF -add PBIS Coach position 2 hrs per week Cost: $2,000 -increase use of student behavior incentives Cost: $1000 -PBIS Tier II training Cost: $500 subs Source: LCFF	Implement SWIS data collection & analysis at 100%fidelity Cost: $6666 LCFF -add PBIS Coach position 2 hrs per week Cost: $2,000 -increase use of student behavior incentives Cost: $1000 -PBIS Tier II training Cost: $500 subs Source: LCFF	Implement SWIS data collection & analysis at 100%fidelity Cost: $6666 LCFF -add PBIS Coach position 2 hrs per week Cost: $2,000 -increase use of student behavior incentives Cost: $1000 -PBIS Tier III training Cost: $500 subs Source: LCFF
Goal 2	5,6,9,10	Maintain countywide SARB system of support with SARB Coordinator	CCS	N/A	SARB Coordinator Cost: $5,000 Source: LCFF	SARB Coordinator Cost: $5,000 Source: LCFF	SARB Coordinator Cost: $5,000 Source: LCFF
Goal 2	5,6	Professional	CCS	N/A	50% teachers attend	75% teachers attend	100% teachers attend

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Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		development to increase student motivation			PD to increase student motivation Cost: $1500 Source LCFF	PD to increase student motivation Cost: $1500 Source LCFF	PD to increase student motivation Cost: $1500 Source LCFF
Goal 3	**9,4**	Update and implement AB922 Yuba County Plan for Expelled Youth to include tiered model approach of placement options for expelled youth.	Countywide	N/A	5% Yuba COE Alt ED Administrator and 5% Yuba COE Asst Supt of Instruction Cost: $10,000 Source: LCFF	5% Yuba COE Alt ED Administrator and 5% Yuba COE Asst Supt of Instruction Cost: $10,000 Source: LCFF	5% Yuba COE Alt ED Administrator and 5% Yuba COE Asst Supt of Instruction Cost: $10,000 Source: LCFF

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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1	**4,5,8**	**For low income, FY and EL students:** Add CTE course to master schedule to increase career readiness skills for targeted at risk students	CCS	N/A	28% CTE course instructor Cost: $38,000 Source: LCFF	28% CTE course instructor Cost: $38,000 Source: LCFF	28% CTE course instructor Cost: $38,000 Source: LCFF
Goal 1	**3,4,5,6,8,9,10**	**For low income and FY:** Collaborate with Yuba County Courts, Probation, Health and Human Services to Implement Parent Project Program	CCS	N/A	Train a multi-agency collaborative team to teach Parent Project. Cost:$10K Source: LCFF	Host one Parent Project workshop for parents Cost:$5K Source: LCFF	Host two Parent Project workshops for parents Cost:$5K Source: LCFF

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 1	4,8	**For English Learners:** Professional Development for ELD teachers	CCS	N/A	ELD Strategies PD Series #1 Cost: $7000 Source: LCFF, Title III	ELD Strategies PD Series #2 Cost: $7000 Source: LCFF, Title III	ELD Strategies PD Series #3 Cost: $7000 Source: LCFF, Title III
Goal 1	**4,5,8**	**For low income students:** Add Instructional Intervention Class to master schedule to provide targeted instruction according to ILP needs	CCS	N/A	.5 FTE Instructional intervention teacher Cost: $30,000 50% LCFF 50% Title I	.5 FTE Instructional intervention teacher Cost: $30,000 50% LCFF 50% Title I	.5 FTE Instructional intervention teacher Cost: $30,000 50% LCFF 50% Title I
Goal 1	**4,5,6,9,10**	**For low income,FY and EL students:** Create an intervention system to support truancy students improved attendance	CCS	N/A	5% SARB Coordinator Cost: $5,000 Source: LCFF	5% SARB Coordinator Cost: $5,000 Source: LCFF	5% SARB Coordinator Cost: $5,000 Source: LCFF
Goal 1,2	2,3,4,5,6,8,9,10	**For low income, foster youth and EL students:** Provide a 0.5 FTE Alternative Education	CCS	N/A	50% Asst. Principal Cost: $50,000 Source LCFF	50% Asst. Principal Cost: $50,000 Source LCFF	50% Asst. Principal Cost: $50,000 Source LCFF

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					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		Assistant Principal to provide a structured positive environment supporting PBIS implementation, support engaging instructional program to reduce discipline referrals, collaborate with probation officer to improve attendance.					
Goal 2	**5,6,9,10**	**For low income, and FY students:** Implement restorative justice circles practices to reduce discipline referrals and suspensions for targeted high-risk students	CCS	N/A	Implement Level I Restorative Justice Circles program Cost: $7000 Source:LCFF	Implement Level II Restorative Justice Circles program Cost: $7000 Source:LCFF	Implement Level III Restorative Justice Circles program Cost: $7000 Source:LCFF

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Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
Goal 2	5,6,9,10	**For low income students and FY:** Provide a probation officer to engage with students and support restorative justice practices, anger management skills, reduce truancy rates	CCS	N/A	50% Probation Officer Cost: $15,000 Source: LCFF	50% Probation Officer Cost: $15,000 Source: LCFF	50% Probation Officer Cost: $15,000 Source: LCFF
Goal 4	4,5,6,10	Coordinate FY services. Implement Reconnecting Youth Curriculum in YCOE Alternative Education programs.	Countywide	N/A	FYS Coordinator will collaborate with county agencies to improve service to FY Cost: $5,000 Source LCFF	FYS Coordinator will collaborate with county agencies to improve service to FY Cost: $5,000 Source LCFF	FYS Coordinator will collaborate with county agencies to improve service to FY Cost: $5,000 Source LCFF
Goal 4	4,5,6,10	Provide social emotional counseling for FY students	CCS	N/A	FYS Counseling Cost: 25,000 Source: FYS	FYS Counseling Cost: 25,000 Counselor Source: FYS	FYS Counseling Cost: 25,000 Counselor Source: FYS

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C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The increase of funds in the 2014/15 year calculated on the basis of the number and concentration of low income, foster youth, and EL pupils (unduplicated count students) is $124,174. Because of the high population of our unduplicated student counts in court and community schools all services in section 3A and 3B are LEA wide. 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.

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D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Yuba COE's MPP is 14.97%. YCOE students are predominately low income with a significantly high mobility rate. The actions and services in 3A meet the needs of unduplicated students and all students. The improved and increased actions and services in 3B go significantly beyond 14.97% increase to the basic program. These are newly designed services to meet the academic, social emotional and career readiness skill needs of unduplicated students in our programs.

Goal 1 Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency and on track to graduate (or equivalent), being college and career ready. Improved and increase services include the addition of an intervention teacher to provide targeted instruction, a 50% administrator to support student safe school and effective learning environment, ELD professional development and a new truancy intervention for unduplicated students.

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 implementing Restorative Justice practices, Reconnecting Youth curriculum for credit recovery, and Parent Project.

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

In addition to the services listed here for section 3B, the actions and services in 3A benefit unduplicated students as well as all students. YCOE Alternative Education remains committed to implementing the cycle of continuous student improvement with fidelity in order to meet the significantly differentiated academic, social emotional, and career readiness skill needs of our predominantly low income student population as well as all students.

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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.