

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Yuba County Office of Education

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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Again this year, Yuba County Office of Education held a series of Stakeholder Engagement meetings to include stakeholders in a meaningful process of developing the YCOE LCAP.</p> <p>12/10/14 First Interim Report with detailed information regarding the LCFF and LCAP presented to Board.</p> <p>3/31/15 Stakeholder Engagement Meeting was held to review 2014-15 goals, actions/services, and to date progress towards Annual Measureable Outcomes. Overview of LCFF and LCAP process information was also reviewed.</p> <p>April 22, 2015 Stakeholder Engagement Meeting was held to review 2015-18 LCAP Draft goals.</p> <p>Members from all groups (parents, certificated, students, classified, management, and bargaining unit representatives) were invited to the March and April meetings.</p> <p>May 13,2015 Yuba County Office of Education Board Meeting- Review 2014-15 Expected and Actual Expenditures and 2015-18 Draft Actions/Services and Expenditures.</p> <p>Blue Ribbon Commission (acts as Foster Youth Advisory Committee) meetings received LCAP presentations and updates 2/19/15, 3/19/15, 4/16/15, 5/21/15 Final LCAP will be shared 6/18/15.</p> <p>Administrative staff met on the following dates to plan, develop, review information pertaining to the LCAP: 8/28/14, 9/30/14, 10/29/14, 12/17/14, 1/28/15, 2/3/15, 4/29/15.</p> <p>Note; English Learner subgroup is not numerically significant and therefore there is not an ELAC or DELAC. However, all parents are invited and encouraged to attend School Site Council and Stakeholder meetings.</p> <p>June 10, 2015 – Public Hearing 2015-18 LCAP presentation, and receive public comment.</p> <p>June 17, 2015 – 2015-18 Final LCAP submitted for Board approval.</p>	<p>All stakeholder groups were invited to all LCAP stakeholder engagement meetings. Due to low attendance, YCOE leadership acknowledges that additional efforts are needed to increase overall participation.</p> <p>It is apparent that stakeholders need additional opportunities to improve their understanding of the LCAP and the role that it plays as the strategic plan for our YCOE Court and Community School programs, and ultimately our students’ success.</p> <p>The LCAP team will facilitate discussion with the Superintendent’s Directors to develop a plan to address this issue beginning in July 2015. Desired outcome is to have a broadened representation of stakeholder participation.</p> <p>However, it is noteworthy that the stakeholder groups that have been the most engaged in developing the LCAP are the Court and Community School Site Council, and the Blue Ribbon Commission, which acts as the Foster Youth Advisory Committee. The input that has been received from these two groups has been included in the 2015-18 LCAP.</p>

Annual Update:
 Beginning in December 2014, monthly updates were provided to the Board on the work of each goal during Superintendent's report.

Beginning in August 2014, updates were shared with all staff at every Court and Community School staff meeting. These updates included metric data for goals currently available and implementation status of actions/services.
 Meetings: 8/21/14, 9/9/14,10/21/14,11/4/15,12/9/14,1/27/15,2/25/15, 3/17/15

Administrative staff met on the following dates to plan, develop, review progress towards AMAOs and implementation of actions/services: 8/28/14, 9/30/14, 10/29/14, 12/17/14, 1/28/15, 2/3/15, 4/29/15.

LCAP was a standing agenda item at all Court and Community School Site Council (SSC) meetings which were held on: 11/5/14, 3/19/15,

Annual Update:

Recommendations from stakeholders:

Staff:
 -increase parent involvement for our court and community school.
 -support system of credit recovery.

Impact: Monthly meetings will be scheduled and meals will be served along with interactive activities based on parent survey (fall 2015) feedback. OdysseyWare accessibility will be improved by addition of LanSchool software to monitor student desktop monitors.

Blue Ribbon Commission (FYS Advisory):
 -continue Foster Youth counseling through summer
 - develop county wide data sharing policy
Impact: Additional hours have been allocated to FY counselor's schedule to accommodate counseling services through summer. Yuba COE will provide sample policies and facilitate development of local policy to share information regarding Foster Youth in Yuba County.

AB 922 Expelled Youth Plan partners:
 -improve communication between schools when referring students to expulsion placement.
Impact: Yuba COE will develop a tracking log to document referrals and placement determination in Yuba COE programs.

Students:
 -add a system for post high school graduate students to earn college credits while incarcerated.
 -allow students to take extra work to their rooms.
Impact: Yuba COE administrators will collaborate with Court and Community School staff and Probation staff to develop a plan to address these topics. Yuba COE leadership team agrees that both are valuable and feasible actions.

School Site Council/parents:
 -continue to have visible administrators on site.
 -appreciate the support given to the students that need it the most.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>1A. Professional Development: CCSS math ELA/ELD Technology Motivation and behavior supports</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000 LCFF, Title II, RSDSS/5800 contracted services and 1000-3000 salaries for extra teacher time</p>
<p>1B. Professional Learning Communities collaboration minimum day schedule</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p>1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2500 LCFF/5800 contracted services \$3000 LCFF/4210 textbooks</p>
<p>1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,000 LCFF/5800 contracted services</p>
<p>1E. Continue site technology work plan at to improve technology access for teachers and students;</p>	<p>Court School</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR:</p>	<p>\$20,000 LCFF/4400 fixed assets,</p>

<p>update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>5800 contracted services</p>
<p>1F. Maintain Career Technical Education course instructor at 28 % FTE</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$47,000 LCFF/1000-3000 salaries</p>
<p>1G. Instructional intervention teacher increased from .5 FTE to 1 FTE</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 LCFF/1000-3000 salaries</p>
<p>1H. Implement at least one high interest student activity per semester</p>	<p>School wide CCS</p>	<p><input type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000 LCFF/4300 material supplies</p>
<p>1i. Implement Facilities Development Plan for new Community School</p>	<p>Community School</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$160,000 LCFF/ 6200 \$200,000 Fund 14/6200 \$20,000 LCFF/4400 \$75,000 LCFF/4300</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 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- Increase % of CCSS implementation by 5% as measured by local observation tool. 1.7-Increase California High School Exit Exam (CAHSEE) pass rate in ELA & math by 5% 1.8- Increase proficiency on local benchmark assessments by 5%. 1.9-Increase proficiency % TBD in California Assessment of Student Performance and Progress (CAASPP) 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-Increase Individual Education Plan (IEP) goals successfully completed by 5% 1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) 1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction 1.15-A-G, AP and EAP are not applicable metrics for court & community school students 1.16-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>1A. Professional Development: CCSS math ELA/ELD Technology Motivation and behavior supports</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000 LCFF, Title II, RSDSS/5800 contracted services and 2100 salaries for extra teacher time</p>
<p>1B. Professional Learning Communities collaboration minimum day schedule</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p>1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2500 LCFF/5800 contracted services \$3000 LCFF/4210 textbooks</p>

<p>1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$17,000 LCFF/5800 contracted services</p>
<p>1E. Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000 LCFF/4400 fixed assets, 5800 contracted services</p>
<p>1F. Career Technical Education course instructor increased from 28 % to 50%</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$67,000 LCFF/1000- 3000 salaries</p>

<p>1G. Instructional intervention teacher maintained at 1 FTE</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000 LCFF/1000-3000 salaries</p>
<p>1H. Implement at least one high interest student activity per semester</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000 LCFF/4300 material supplies</p>

LCAP Year 3: 2017-18

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

Actions/Services	School wide CCS	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. Professional Development: CCSS math ELA/ELD Technology Motivation and behavior supports	School wide CCS	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 LCFF, Title II, RSDSS/5800 contracted services and 2100 salaries for extra teacher time
1B. Professional Learning Communities collaboration minimum day schedule	School wide CCS	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	none
1C. Renew Character Based Literacy Curriculum contract and purchase curriculum novels	School wide CCS	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2500 LCFF/5800 contracted services \$3000 LCFF/4210 textbooks

<p>1D. Implement Illuminate Student Achievement Data System, OdysseyWare credit recovery program, and LanSchool student monitoring system</p>	<p>School wide CCS</p>	<p><u> X </u> ALL ----- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$17,000 LCFF/5800 contracted services</p>
<p>1E. Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software</p>	<p>School wide CCS</p>	<p><u> X </u> ALL ----- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$25,000 LCFF/4400 fixed assets, 5800 contracted services</p>
<p>1F. Career Technical Education course instructor maintained at 50%</p>	<p>School wide CCS</p>	<p><u> X </u> ALL ----- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$67,000 LCFF/1000-3000 salaries</p>
<p>1G. Instructional intervention teacher maintained at 1 FTE</p>	<p>School wide CCS</p>	<p><u> X </u> ALL ----- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$100,000 LCFF/1000-3000 salaries</p>

<p>1H. Implement at least one high interest student activity per semester</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1000 LCFF/4300 material supplies</p>
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GOAL:	Goal 2:Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	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.		
Goal Applies to:	Schools: All - Court & Community		
	Applicable Pupil Subgroups: All including EL, Low Income, Foster Youth & Special Ed		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	2.1-Increase attendance rates from 72.4% to 73% 2.2-Decrease truancy/ chronic absenteeism rates from 26 to 25% 2.3-Reduce discipline referral rates for disruption from 38% to 33% 2.4-Reduce discipline referral rates for major incidents from 29.5% to 25% 2.5-PBIS Tier II implementation at 85% or better 2.6-Implement at least one parent interest activity per semester 2.7-Increase average connectedness factors on CHKS from 58% to 60% 2.8-Increase successful transition rate to school of residency from 56% to 60% 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Implement at least one high interest student activity per semester	School wide CCS	_X_ALL ----- -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1000 LCFF/4300 materials

<p>2B. Host Quarterly family involvement activities</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$500 LCFF/4300 materials</p>
<p>2C. Continue to coordinate Positive behavior Intervention Supports:</p> <ul style="list-style-type: none"> • SWIS data system • Behavior incentives • PBIS training • PBIS Coach 	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6666 LCFF/5800 contracts, \$7200 LCFF/1000- 3000 salaries, \$1000 LCFF/materials</p>
<p>2D. Fred Jones Professional Development to increase student motivation 2 days training for all staff</p>	<p>School side CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6000 LCFF/5800 contracts</p>
<p>2E. Increase Assistant Principal to 70% FTE to support student services</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,000 LCFF/1000- 3000</p>
<p>2F. Continue Restorative Justice Practice training and implementation</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7000 LCFF/5800 contracts or 5220 conferences</p>

<p>2G. Train additional facilitators and continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,500 LCFF/5800 contract services, 5220 conferences, 4300 materials</p>
<p>2H. Continue to provide probation officer</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,000 LCFF/5800 contracts</p>
<p>2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 LCFF/100-3000 salaries</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1-Increase attendance rates from 73 to 74% 2.2-Decrease truancy/ chronic absenteeism rates from 25 to 24%% 2.3-Reduce discipline referral rates for disruption from 33 to 30%% 2.4-Reduce discipline referral rates for major incidents from 25 to 22%</p>
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	2.5-PBIS Tier II 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 60 to 62% 2.8-Increase successful transition rate to school of residency from 60 to 62% 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A. Implement at least one high interest student activity per semester	School wide CCS	<input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000 LCFF/4300 materials
2B. Host Quarterly family involvement activities	School wide CCS	<input type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 LCFF/4300 materials

<p>2C. Continue to coordinate Positive behavior Intervention Supports:</p> <ul style="list-style-type: none"> • SWIS data system • Behavior incentives • PBIS training • PBIS Coach 	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6666 LCFF/5800 contracts, \$7200 LCFF/1000-3000 salaries, \$1000 LCFF/materials</p>
<p>2D. Follow up Professional Development to increase student motivation and support positive behavior</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6000 LCFF/5800 Contracts, 5220 conferences</p>
<p>2E. Maintain Assistant Principal to 70% FTE to support student services</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,000 LCFF/1000-3000</p>

<p>2F. Continue Restorative Justice Practice training and implementation</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7000 LCFF/5800 contracts or 5220 conferences</p>
<p>2G. Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,500 LCFF/5800 contract services, 5220 conferences, 4300 materials</p>
<p>2H. Continue to provide probation officer</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,000 LCFF/5800 contracts</p>
<p>2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 LCFF/100-3000 salaries</p>
<p>LCAP Year 3: 2017-18</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>2.1-Increase attendance rates from 74 to 75% 2.2-Decrease truancy/ chronic absenteeism rates from 24% to 23% 2.3-Reduce discipline referral rates for disruption from 30% to 28% 2.4-Reduce discipline referral rates for major incidents from 22% to 20% 2.5-PBIS Tier III implementation at 80% or better 2.6-Implement at least one parent interest activity per semester 2.7-Increase average connectedness factors on CHKS from 62% to 64% 2.8-Increase successful transition rate to school of residency from 62% to 64% 2.9-Middle School, High School graduation and dropout rates are not applicable to Court & Community School Programs 2.10-Pupil expulsion rates are not applicable to Court & Community School Programs</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>2A. Implement at least one high interest student activity per semester</p>	<p>School wide CCS</p>	<p><u> X </u> ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$1000 LCFF/4300 materials</p>
<p>2B. Host Quarterly family involvement activities</p>	<p>School wide CCS</p>	<p><u> X </u> ALL ----- -- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$500 LCFF/4300 materials</p>

<p>2C. Continue to coordinate Positive behavior Intervention Supports:</p> <ul style="list-style-type: none"> • SWIS data system • Behavior incentives • PBIS training • PBIS Coach 	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6666 LCFF/5800 contracts, \$7200 LCFF/1000-3000 salaries, \$1000 LCFF/materials</p>
<p>2D. Professional Development to increase student motivation and positive behavior</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6000 LCFF/5800 contracts</p>
<p>2E. Maintain Assistant Principal to 70% FTE to support student services</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,000 LCFF/1000-3000</p>
<p>2F. Continue Restorative Justice Practice training and implementation</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7000 LCFF/5800 contracts or 5220 conferences</p>

<p>2G. Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$13,500 LCFF/5800 contract services, 5220 conferences, 4300 materials</p>
<p>2H. Continue to provide probation officer</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$34,000 LCFF/5800 contracts</p>
<p>2i. 5% SARB Coordinator to support system intervention to improve truancy student attendance</p>	<p>School wide CCS</p>	<p><input checked="" type="checkbox"/> ALL ----- -- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 LCFF/100-3000 salaries</p>

<p>GOAL:</p>	<p>Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__X__ 10__ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Expelled youth programs need to meet a diverse variety of unique needs</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All schools County Wide</p>
<p>Applicable Pupil Subgroups:</p>	<p>All students including EL, Foster Youth, Low income and Special Education</p>	
<p style="text-align: center;">LCAP Year 1: 2015-16</p>		
<p>Expected Annual</p>	<p>Establish baseline number of expelled youth that re-enter school of residency</p>	

Measurable Outcomes:	Maintain 100% of Expelled Youth will receive coordinated services countywide		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion program staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	County wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF/1000-3000 salaries
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)___Expelled Youth_____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase number of expelled youth that re-enter school of residency from baseline by 2% Maintain 100% of Expelled Youth will receive coordinated services countywide		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	County wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCFF/1000-3000 salaries

		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Expelled Youth</u>	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase number of expelled youth that re-enter school of residency by 2% Maintain 100% of Expelled Youth will receive coordinated services countywide		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.	County wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$10,000 LCFF/1000-3000 salaries
		__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ _Other Subgroups:(Specify)_____	

GOAL:	Goal 4: Continue collaboration with Blue Ribbon Commission (BRC) (members of MOU include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ <u>X</u> Local: Specify _____	
Identified Need:	Foster youth suffer from an educational achievement gap. Foster youth require improved coordination of services.		
Goal Applies to:	Schools: All schools county wide Applicable Pupil Subgroups: Foster Youth		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	4.1 -Decreased changes in FY school placement 4.2-Obtain baseline data to analyze academic achievement gap between foster youth and general student population in Yuba County.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A. Increase Foster Youth Counseling services from 181 day school year to include 8 hours per week throughout summer months.	County wide	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$35,000 FYS grant/1000-3000 salaries
4B. Provide .05% administrator to act as Foster Youth Coordinator to work with BRC to continue to coordinate all services described in Education Code Section 42921 county wide.	County wide	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000 FYS grant/ 1000-3000
4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County	County wide	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1500 FYS grant /5800

<p>4D. Establish a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).</p>	<p>County wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1300 FYS grant/5800</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>4A. Increase Foster Youth Counseling services from 181 day school year to include 8 hours per week throughout summer months.</p>	<p>County wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000 FYS grant/1000-3000 salaries</p>

<p>4B. Provide .05% administrator 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>County wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 FYS grant/ 1000-3000</p>
<p>4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County</p>	<p>County wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1500 FYS grant /5800</p>
<p>4D. Establish a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).</p>	<p>County wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1300 FYS grant/5800</p>

LCAP Year 3: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>4.1-Decreased changes in FY school placement %TBD based on 15-16 baseline 4.2-Increase academic achievement gap between foster youth and general student population in Yuba County, % TBD by baseline and target 16-17.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>4A. Increase Foster Youth Counseling services from 181 day school year to include 8 hours per week throughout summer months.</p>	<p>County wide</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> X</u> Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$35,000 FYS grant/1000-3000 salaries</p>
<p>4B. Provide .05% administrator 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>County Wide</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> x</u> Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$5,000 FYS grant/ 1000-3000</p>
<p>4C. Establish a system to track academic achievement gap between foster youth and general student population in Yuba County</p>	<p>County wide</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> X</u> Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$1500 FYS grant /5800</p>
<p>4D. Establish a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).</p>	<p>County wide</p>	<p><u> </u>ALL ----- OR: <u> </u>Low Income pupils <u> </u>English Learners <u> X</u> Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	<p>\$1300 FYS grant/5800</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	Goal 1: Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All court & community	
	Applicable Pupil Subgroups:	All including EL, FY, Low Income and Special Education	
Expected Annual Measurable Outcomes:	<p>1.1-% of Highly qualified teachers will increase to 100%</p> <p>1.2-Maintain salary schedule that is competitive</p> <p>1.3-Instructional materials sufficiency will be maintained at 100%</p> <p>1.4-Facilities Inspection Tool (FIT) ratings of good or better 100% schools</p> <p>1.5 Develop a Facilities Planning Team to assess program needs, and current facilities.</p> <p>1.6-100% of teachers trained in basics of CCSS & ELD as applicable to their grade/content area assignment</p> <p>1.7-Identify an observation tool to measure CCSS implementation and Establish CCSS implementation baseline</p> <p>1.8-Increase CAHSEE pass rate in math and ELA Assessment to 25%</p> <p>1.9-Establish baseline data on local STAR assessments</p> <p>1.10-100% of EL students will receive ELD, course access, and intervention support per ILP</p>		Actual Annual Measurable Outcomes:
			<p>1.1-64% of Highly Qualified Teachers 36% long term sub and new hire</p> <p>1.2-5% Salary increase was successfully negotiated</p> <p>1.3-Instructional materials sufficiency 100%</p> <p>1.4-Facilities Inspection Tool (FIT) ratings of good or better 100% schools</p> <p>1.5- A Facilities Planning Team has met multiple times, and continues to assess program needs, and current facilities.</p> <p>1.6-64% of teachers received 56 hours of CCSS mathematics 64% represents our permanent staff other 36% are long term sub and new hire</p> <p>1.7 -No progress made</p> <p>1.8 –15% To date pass rate</p> <p>1.9- Reading 34.5% Proficient or above Math 29% Proficient or above</p> <p>1.10 100% of EL students received ELD, course access and intervention support per ILP</p>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1.1 Common Core Professional Development in ELA/ELD and math		\$17,000 LCFF Title II & III RSDSS 5800 4300	\$10,000 LCFF RSDSS Title II 5800 4300
Scope of service:	School wide CCS		Scope of service: School wide CCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
1.2 Additional minimum day for Professional Learning Community (PLC) collaboration		None	1.2 Outcome met. Additional minimum days were used for PLC collaboration None
Scope of service:	School wide CCS		Scope of service: School wide CCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

1.3 Continue Character Based Literacy (CBL) curriculum		\$2500 Common Core \$	1.3 Outcome met. CBL curriculum renewed and implemented	\$2500 Common Core \$
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<u> </u> X_ALL			<u> </u> X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.4 Pilot Illuminate student achievement data system		\$2500 LCFF/5800 contracts	1.4 Outcome met. Illuminate implemented at all sites with all staff. (*see note below)	\$2500 LCFF/5800 contracts
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<u> </u> X_ALL			<u> </u> X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.5 Technology work plan phase 1		\$10,000 LCFF	1.5 Outcome in progress (*see note below) Wireless access points, LCD projectors, student notebooks, LanDesk monitoring system added	\$10,000 LCFF/4400
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<u> </u> X_ALL			<u> </u> X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.6 Add 28% full time equivalent (FTE) Career Technical Education (CTE) course to master		\$38,000 LCFF	1.6 Outcome met. 2014-15 CTE course added to master schedule with LCFF (*see note below)	\$47,146 LCFF/1000-

schedule to increase career readiness skills				3000 salaries
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.7 Collaborate with Yuba County Courts, Probation, Health and Human Services to Implement Parent Project Program		\$10,000 LCFF 5800 contracts, 5220 conferences, 4300 materials	1.7 Outcome met. Facilitators trained, and two Parent Project classes are currently in session, and one is scheduled to begin. (*see note below)	
				\$14,320 LCFF 5800 \$7334 contracts, 5220 \$3461 conferences, 4300 \$3525 materials
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.8 Professional Development for English Language Development (ELD)		\$7000 Title III	1.8 Common Core math was completed. (*see note below) (*see note below)	
				\$0
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.9 Add Instructional Intervention Class to master schedule to provide targeted instruction according to Individual Learning Plans (ILP)		\$30,000 LCFF	1.9 Outcome met. Intervention instructor was planned as 50% and was increased to full time(*see note below)		\$60,000 LCFF
Scope of service:	School wide CCS		Scope of service:	School wide CCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.10 Maintain county wide SARB coordinator		\$5000 LCFF	1.10 Outcome met. SARB coordinator maintained. Moved to goal 2 to align with metric/outcomes		\$5000 LCFF
Scope of service:	School wide CCS		Scope of service:	School wide CCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.11 .5 FTE Alternative Education Assistant Principal		\$50,000 LCFF	Outcome met. Alternative Education Assistant Principal added, actually .7 FTE (*see note below)		\$70,000 LCFF
Scope of service:	School wide CCS		Scope of service:	School wide CCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

2.7-increase connectedness factors on CHKS 2.8-Establish a baseline for successful transition rate to include return to school of residency, graduation and GED pass rates 2.9-Establish a program dropout rate baseline and a target decline rate	2.7-Baseline connectedness factors on CHKS High 58% 2.8-Baseline transition rate return to school of residency 56.5%, graduation 7% and GED pass rates N/A 2.9-Not applicable to CCS program
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Plan promote and host student events and activities	\$1000 LCFF/4300 materials	2.1 Plan promote and host student events and activities. Multiple student lunches and reward activities were held.	\$1000 LCFF/4300 materials
Scope of service:	School wide CCS	Scope of service:	School wide CCS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
2.2 Showcase student work	\$500 LCFF/4300 materials	2.2 Showcase case for student work was not built (*see note below)	\$0 LCFF/4300 materials
Scope of service:	School wide CCS	Scope of service:	School wide CCS
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

2.3 Implement family involvement activities		\$500 LCFF/4300 materials	2.3 Implement family involvement activities (*see note below) 4 family BBQs held with students staff and parents.	\$500 LCFF/4300 materials
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<u> </u> X_ALL			<u> </u> X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4 Tier II and Tier III Positive Behavior Intervention Supports (PBIS) implementation		\$10,166 LCFF 5800 contracts	2.4 Tier II and Tier III Positive Behavior Intervention Supports (PBIS) implementation. Attended and facilitated over 30 trainings and meetings	\$10,166 LCFF 5800 contracts
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<u> </u> X_ALL			<u> </u> X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.5 Maintain countywide SARB coordinator		\$5000 LCFF/1000- 3000 salaries	2.5 Maintained countywide SARB coordinator facilitated SARB meetings, oversight for countywide process, attended SARB court.	\$5000 LCFF/1000- 3000 salaries
Scope of service:	School wide CCS		Scope of service:	School wide CCS
<u> </u> X_ALL			<u> </u> X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.6 Professional development to increase student motivation	\$1500 LCFF/5220 conferences	2.6 Professional development to increase student motivation (*see note below) not scheduled due to PD calendar impact.	\$0 LCFF/5220 conferences
Scope of service:	School wide CCS	Scope of service:	School wide CCS
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.7 Provide .5FTE Alternative Education Assistant Principal	\$50,000 LCFF/1000- 3000 salaries	2.7 Provided .7FTE Alternative Education Assistant Principal(*see note below)	\$70,000 LCFF/1000- 3000 salaries
Scope of service:	School wide CCS	Scope of service:	School wide CCS
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.8 Implement restorative justice practices	\$7000 LCFF/5800 contracts	2.8 Held training for restorative justice practices (*see note below) November 20 and 21, 2014	\$4850 LCFF/5800 contracts
Scope of service:	School wide CCS	Scope of service:	School wide CCS
<input checked="" type="checkbox"/> X ALL		<input checked="" type="checkbox"/> X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.9 Provide probation officer	\$15,000 LCFF/5800	2.9 Provide probation officer on sight daily.	\$34,000 LCFF/5800

		contracts			contracts
Scope of service:	School wide CCS		Scope of service:	School wide CCS	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		2.2 Student work was showcased on bulletin boards. CTE instructor plans to build showcase 2015-16. 2.3 Parent survey will be given and higher interest activities planned in 2015-16. 2.6 Conference schedules conflicted with other trainings. This training is currently contracted with vendor for 2015-16. 2.7 Actual FTE increased to 70% due to high student need. 2.8 Contract cost was less than anticipated.			
Original GOAL from prior year LCAP:	Goal 3: Collaborate with County wide partners to coordinate a continuum of instructional programs and comprehensive services for Yuba County expelled youth			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__X__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	County wide All schools in Yuba County			
	Applicable Pupil Subgroups:	Expelled youth in Yuba County			
Expected Annual Measurable Outcomes:	3.1 Establish a baseline # of Expelled Youth students that re-enter school of residency 3.2 100% of Expelled Youth will receive coordinated services		Actual Annual Measurable Outcomes:	3.1 Baseline # of Expelled Youth students that re-enter school of residency - 156 3.2 100% of Expelled Youth received coordinated services	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		

		Budgeted Expenditures			Estimated Actual Annual Expenditures
3.1 Administrative staff will update and implement AB922 Yuba County Plan for Expelled Youth to include tiered model approach of placement options for expelled youth.		\$10,000 LCFF/1000-3000 salaries	3.1 Administrative staff updated and implemented AB922 Yuba County Plan for Expelled Youth. County wide partners agreed to tiered model approach of placement options for expelled youth. AB 922 plan was executed, is out for LEA board approval.		\$10,000 LCFF/1000-3000 salaries
Scope of service:	County wide		Scope of service:	County wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on stakeholder feedback, Yuba COE will develop a tracking log to document referrals and placement determinations in Yuba COE programs.			
Original GOAL from prior year LCAP:	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			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ <u>X</u> Local : Specify _____	
Goal Applies to:	Schools:	All county wide			
	Applicable Pupil Subgroups:	Foster Youth			

<p>Expected Annual Measurable Outcomes:</p>	<p>Set baseline on: 4.1-Attendance rates; 4.2-School discipline rates; 4.3-Standardized testing participation rates; 4.4-Standardized test scores; 4.5-Course passage rates with C or higher; 4.6-A-G, AP,CTE enrollment and passage, 4.7-CAHSEE passage, 4.8-Graduation rates. 4.9-Changes in school placement; 4.10-Number of Foster Youth Services (FYS) Advisory meetings held to identify educational strengths, needs and necessary services, and monitor educational progress of FY.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>See note below: 4.1-Attendance rates; TBD 4.2-School discipline rates; TBD 4.3-Standardized testing participation rates; TBD 4.4-Standardized test scores; TBD 4.5-Course passage rates with C or higher; TBD 4.6-A-G, AP,CTE enrollment and passage; TBD 4.7-CAHSEE passage; TBD 4.8-Graduation rates; TBD 4.9-Changes in school placement; TBD 4.10-Number of Foster Youth Services (FYS) Advisory meetings held to identify educational strengths, needs and necessary services, and monitor educational progress of FY. Meetings: Third Thursday of each month.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
FYS Coordinator will collaborate with county agencies to improve service to FY	\$5,000 LCFF/1000-3000 salaries	FYS Coordinator collaborated with county agencies to improve service to FY Blue Ribbon Commission met the third Thursday of each month	\$5,000 LCFF/1000-3000 salaries
Scope of service:	County wide	Scope of service:	County wide
__ALL		_X_ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4.2 FYS Counseling	\$25,000 Foster Youth Services	4.2 FYS Counseling was held as scheduled.	\$38,500 Foster Youth Services
Scope of service:	County wide	Scope of service:	County wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Annually, Foster Youth data is gathered from county wide schools under a deadline of June 30 th and reported to CDE by August 15 th in the Foster Youth End of Year report. A preliminary draft report will be shared with stakeholders, at Blue Ribbon Commission (BRC)(serves as FYS advisory) meeting in July. 2014-15 data will be reported in next year's Annual Update. Goal 4 has been revised to more closely align with Education Code for Foster Youth.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>293,375.00</u>
<p>Because of the high population of our unduplicated student counts in court and community schools all services in section 2 are county wide for Court and Community School. This is the most effective use of funds due to the following factors:</p> <ol style="list-style-type: none"> 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. <p>Supplemental and Concentration funds will be used to support countywide services for Yuba County’s Court and Community School ‘s to implement the actions and services designated to meet the goals outlined in section 2 through systematic implementation of the Response to Intervention (Rtl) model. Student Study Team (SST), and Individual Education Plan (IEP) teams will be comprised of the Intervention teacher, Special Education teacher, classroom teacher, para-educators, administrator, parents and student. Through the Rtl model, individualized learning plans (ILP) or IEPs will be developed to track progress of academic achievement, credits toward graduating, progress to career readiness, social emotional skills, as well as student discipline and behavior. ILP data will be reported to SST or IEP teams on a regular basis, and used to differentiate instruction and intervention as needed.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

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

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

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

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

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

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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