

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Yuba County Office of Education	Bobbi Abold Assistant Superintendent	bobbi.abold@yubacoe.k12.ca.us

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

Yuba County Court and Community Schools

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

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

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

The primary goal of Yuba County Court and Community Schools is to provide a multi-tiered, wrap around system of support to address each student's individual academic and social emotional needs.

Enrollment and Average Daily Attendance (ADA) at Harry P.B. Carden and Thomas E. Mathews schools over the last five years show a declining trend from approximately 110 to 64 ADA, which had resulted in a significant reduction in revenue. However, ADA in 2016-17 and 2017-18 is showing a slight increasing trend.

LCAP Highlights

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

The second year of the 2017-2020 LCAP will continue to focus on meeting the needs of Yuba County's most challenging youth enrolled in Court & Community Schools; H.P.B. Carden and Thomas E. Mathews.

Goal 1: Improving and supporting student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.

Goal 2: Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful.

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

Goal 4: Continue collaboration with Foster Youth Services Executive Council (members include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services to increase educational outcomes for Foster Youth enrolled in Yuba County schools.

Review of Performance

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

Greatest Progress

Data for Alternative Education schools is not included in the California School Dashboard, therefore greatest progress continues to be determined by local assessment data, both quantitative and qualitative.

Goal 1

The area of greatest progress is the increase of student engagement and access to instruction due to implementing Google Classroom and IXL web-based systems.

YCOE plans to continue the implementation of this action/service in 2018-19.

Goal 2

The area of greatest progress is the development of a coherent Multi-tiered System of Support (MTSS) at Thomas E. Mathews, Yuba County Community School.

Other continuing areas of progress are full implementation of Career Technical Education program at TEM and Carden schools.

YCOE plans to continue the implementation of this action/service in 2018-19.

Goal 3

The area of greatest progress is the increased collaborative effort to implement a county wide multi-tiered continuum of programs for expelled youth and develop a structured referral system for appropriate student placement.

YCOE plans to continue the implementation of this action/service in 2018-19.

Goal 4

The area of greatest progress is the increased effectiveness of providing services to Foster Youth through building relationships between Prevention Assistants and Childrens Welfare Services, and school site staff. This improved collaboration has increased the number of Foster Youth identified as well the timeliness of their identification.

YCOE plans to continue the implementation of this action/service in 2018-19.

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

Greatest Needs

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

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

Goal 1 Action/Service 1.4 Teacher developed school wide formative assessment system

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

Goal 3 Action/Service 3.1 Coordinate quarterly data review meetings

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

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

Performance Gaps

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

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

Increased or Improved services

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

YCOE students are predominately low income with a significantly high mobility rate. The actions and services in 2017-20 LCAP are principally directed to meet the needs of unduplicated students. The improved and increased actions and services go significantly beyond 11.77% increase to the basic program. These are research-based services to meet the academic, social emotional and college and career readiness skill needs of unduplicated students in our programs.

Goal 1 Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency and on track to graduate (or equivalent), being college and career ready.

Improved and increased services include the supplemental support of an intervention teacher assignment to provide targeted instruction, an Assistant Principal assignment to support student safe school and effective learning environment, continued Project Based Learning professional development, para-educator to support more rigorous instruction, teacher developed materials and curriculum for credit recovery, continued collaboration with statewide Alternative Education programs to assess model Court and Community School programs to aide in our program evaluation, and implementation of WASC accredited A-G courses at Harry P. B. Carden, Court School. Actions and services continuing from 2016-17 into 2017-2020 LCAP include a Behavior Specialist, Project Based Learning training to integrate Next Generation Science Standards with California State Standards in ELA/ELD, maintaining an Assistant Principal position, a Student Resource Officer, and CTE Construction program.

Goal 2 Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful. Improved and increased services include continuing and improving the implementation fidelity of Restorative Justice practices, Parent Project training for parents of the most high-risk students, and Positive Behavior Intervention Supports. Multi-tiered systems of support (MTSS) training and implementation will support identifying root causes of student performance gaps and provide structure to sustain the continuous improvement practices program wide.

Goal 4 Continue collaboration with Foster Youth Services Executive Council (members include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County

Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services to increase educational outcomes for Foster Youth enrolled in Yuba County schools.

Improved and increased services include increasing Foster Youth Services Coordinator position time, and Prevention Assistant position time to improve implementation of direct services to Foster Youth, and Data System implementation.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$17,363,865
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$676,557.00

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

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$3,683,570

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1.1 % of properly credentialed teachers as measured by Williams Survey

17-18

1.1 Increase properly credentialed teachers from 71% to 85% as measured by Williams Survey

Baseline

1.1 71% properly credentialed teachers

Metric/Indicator

1.2-% of Instructional materials sufficiency as measured by Williams Survey

17-18

1.2-Instructional materials sufficiency will be maintained at 100% as measured by Williams Survey

Actual

1.1 75% of teachers are properly credentialed as measured by Williams Survey

1.2 100% Instructional materials sufficiency as measured by Williams Survey

Expected

Baseline

1.2-100% Instructional materials sufficiency as measured by Williams Survey

Metric/Indicator

1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey

17-18

1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey

Baseline

1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey

Metric/Indicator

1.4- California State Standard implementation as measured with local observation tool

17-18

1.4- Increase % (% TBD by baseline) of California State Standard implementation as measured by local observation tool

Baseline

1.4- Set baseline of California State Standard implementation with observation tool

Metric/Indicator

1.5-California High School Exit Exam (CAHSEE) has been suspended

17-18

1.5-California High School Exit Exam (CAHSEE) has been suspended

Baseline

1.5-California High School Exit Exam (CAHSEE) has been suspended

Metric/Indicator

1.6 % of Local benchmark assessment proficiency

17-18

1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%

Baseline

1.6 Set baseline for Local benchmark assessment proficiency Renaissance math and reading

Actual

1.3 100% Facilities Inspection Tool (FIT) ratings are good or better as measured by Williams Survey

1.4 Baseline of California State Standard implementation was determined as measured with observation tool and reported on California School Dashboard

1.5 NA CAHSEE suspended

1.6 Renaissance math and reading proficiency Baseline scores have been set. See data below.

Expected

Metric/Indicator

1.7- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts

17-18

1.7- Increase 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts

Baseline

1.7- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts

Metric/Indicator

1.8- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics

17-18

1.8- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics

Baseline

1.8- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in mathematics

Metric/Indicator

1.9- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards

17-18

1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards

Baseline

1.9- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards

Actual

1.7% 2017 Baseline CAASPP ELA:

Metric/Indicators were set in 2017 LCAP to measure as an overall program wide average of CAASPP performance. The data below represents a more detailed performance of students by school site, and grade level.

Thomas E Mathews

Grade 7 100% Standards not met

Grade 8 90% Standards not met 10% Standards nearly met

Grade 11 100% Standards not met

Harry P B Carden

Grade 6 100% Standards not met

Grade 7 80% Standards not met 20% Standards met

Grade 8 100% Standards not met

Grade 11 71% Standards not met 29% Standards met

1.8 2017 Baseline CAASPP math:

Metric/Indicators were set in 2017 LCAP to measure as an overall program wide average of CAASPP performance. The data below represents a more detailed performance of students by school site, and grade level.

Thomas E Mathews

Grade 7 100% Standards not met

Grade 8 91% Standards not met 10% Standards nearly met

Grade 11 100% Standards not met

Harry P B Carden

Grade 6 100% Standards not met

Grade 7 75% Standards not met 25% Standards nearly met

Grade 8 100% Standards not met

Grade 11 100% Standards not met

1.9 NGSS data is not available as 2017 was a pilot year. Baseline will be set 2018.

Expected

Actual

Metric/Indicator

1.10- API N/A

17-18

1.10- API N/A

Baseline

1.10- API N/A

1.10 API NA

Metric/Indicator

1.11-% of students receive ELD, course access and intervention per Independent Learning Plan (ILP)

17-18

1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)

Baseline

1.11-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)

1.11 100% of students receive ELD, Course access and intervention per Independent Learning Plan (ILP)

Metric/Indicator

1.12-% of Individual Education Plan (IEP) goals successfully completed

17-18

1.12-Increase from 63% to 65% of Individual Education Plan (IEP) goals successfully completed

Baseline

1.12-63% of Individual Education Plan (IEP) goals successfully completed

1.12 Data is still being gathered, to be reported Fall 2018

Metric/Indicator

1.13-% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule

17-18

1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule

Baseline

1.13- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule

1.13 100% of students have access to enroll in a broad course of study; including Career Technical Education (CTE) as evidenced by master schedule

Metric/Indicator

1.14-1:1 ratio teacher and student access to technology to support standards aligned instruction

1.14 1:1 ratio teacher and student access to technology to support instruction has been maintained

Expected

Actual

17-18
 1.14-Maintain 1:1 ratio teacher and student access to technology to support standards aligned instruction
Baseline
 1.14-1:1 ratio teacher and student access to technology to support standards aligned instruction

Metric/Indicator
 1.15- AP and EAP are not applicable metrics for court & community school students
17-18
 1.15-AP and EAP are not applicable metrics for court & community school students
Baseline
 1.15-AP and EAP are not applicable metrics for court & community school students

Metric/Indicator
 1.16- A-G Course access for WASC accredited schools
17-18
 1.16- Increase from baseline A-G Course access for WASC accredited schools
Baseline
 1.16- Set baseline A-G Course access for WASC accredited schools

Metric/Indicator
 1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.
17-18
 1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.
Baseline
 1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

1.15-AP and EAP are not applicable metrics for court & community school students

1.16 -A-G Courses in mathematics for WASC accredited schools have been written and will be implemented in 2018-19 school year

1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Professional Development teachers:</p> <p>Project Based Learning (PBL) Intergrated California State Standards ELA/ELD and Next Generation Science Standards</p>	<p>1.1 The following Professional Development was provided to teachers:</p> <p>Universal Design for Learning aligning core curriculum and tiered intervention to support Multi-tiered System of Support implementation</p> <p>Provided professional development in Google Classroom implementation and curriculum development</p>	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental 0
		5800: Professional/Consulting Services And Operating Expenditures Title II \$4000	5800: Professional/Consulting Services And Operating Expenditures Title II \$11,250
		5800: Professional/Consulting Services And Operating Expenditures Title III \$4000	5800: Professional/Consulting Services And Operating Expenditures Title III 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.2 Decrease Instructional Intervention Teacher to .5FTE</p>	<p>1.2 Instructional Intervention Teacher was increased to 1.5 FTE</p>	1000-1999: Certificated Personnel Salaries Supplemental \$45,000	1000-1999: Certificated Personnel Salaries Title I \$98,829
		see total above 3000-3999: Employee Benefits Supplemental 0	see above total 3000-3999: Employee Benefits Title I 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 Renew Character Based Literacy Curriculum contract and purchase curriculum novels</p>	<p>1.3 Renewed Character Based Literacy Curriculum contract and purchase curriculum novels</p>	5000-5999: Services And Other Operating Expenditures Supplemental \$7500	5000-5999: Services And Other Operating Expenditures Supplemental \$1500

4000-4999: Books And Supplies Supplemental \$3500

4000-4999: Books And Supplies Supplemental \$2168

Action 4

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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

1.4
A) Illuminate Student Achievement Data System was discontinued

B) OdysseyWare credit recovery program was discontinued and teachers provided credit recovery through Individual Learning Plans and teacher created lessons

C) LanSchool student monitoring system was continued

D) Renaissance Learning was continued

E) IXL data management system was implemented

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$11,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,406.00

Action 5

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

1.5
Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software

1.5
Continued to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software

4000-4999: Books And Supplies Supplemental \$20,000

4000-4999: Books And Supplies Supplemental \$23,670

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.6 Career Technical Education course instructor increased to 57%	1.6 Career Technical Education course instructor increased to 85%	1000-1999: Certificated Personnel Salaries Supplemental \$48,500 See above total. 3000-3999: Employee Benefits Supplemental 0	1000-1999: Certificated Personnel Salaries Supplemental \$61,000 See above total. 3000-3999: Employee Benefits Supplemental 0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Alternative Education Model Program Visits	1.7 Alternative Education administration and teachers attended JJSACS conference	Conferences/trainings 5000-5999: Services And Other Operating Expenditures Base \$3000	Conferences/training 5000-5999: Services And Other Operating Expenditures Base \$4730

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services to achieve Goal 1 was successful.

The following actions/services were provided:

- 1.1 Professional Development in Universal Design for Learning was provided to support multi-tiered system of support implementation.
- 1.2 Instructional Intervention Teacher position was increased from .5 FTE to 1.5 FTE to provide academic, social emotional and behavior supports.
- 1.3 Character Based Literacy program continued to be implemented.
- 1.5 Site Technology Work Plan was implemented.
- 1.7 Administration and teachers attended Juvenile Court, Community and Alternative School Administrators of California (JCCASAC) conference to explore best practices and alternative education models.

Challenges noted in last year's Annual Update were resolved by the following actions:

- 1.4 Illuminate Student Achievement Data System was discontinued and IXL a web-based student learning program was implemented. Teachers began developing content area benchmark assessments in all subject areas to be implemented in 2018-19 school year.
- 1.6 A well qualified Construction course teacher was recruited and hired at 85%.

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

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

1.1 Professional Development in Universal Design for Learning and Google Classroom support a multi-tiered approach to lesson delivery and student access.

1.4 IXL data indicates a significant increase in student engagement during content area instruction.

1.7 & 1.8 Student academic achievement as measured by CAASPP ELA and math data indicates that students at Thomas E Mathews Community School standardized test performance is significantly lower than their comprehensive education peer counterparts.

1.11 ALL students receive individualized intervention and supports as determined by their academic, behavioral, and social emotional formative assessments.

1.12 Special Education Resource Teacher position was vacant and filled with substitutes, which made implementation of a cohesive multi-tiered system of support very challenging. Fortunately, the rest of the staff supported the substitutes and provided the required services and supports per students IEPs.

1.14 Technology devices, smart boards and infrastructure was provided so ALL students and teachers had access to technology to support standards aligned instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in budgeted expenditures and estimated actual expenditures for 1.3 & 1.4 are due to reduced vendor contract costs. Material difference occurred for 1.2 Intervention teacher and 1.6 Construction course teacher materials differences are due to staff FTE increases to support program needs.

1.3 & 1.4 Differences in vendor contracts resulted in material expenditure differences.

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

1.6 Construction teacher increased to 100% FTE.

New action added 1.8 to pilot and consider adopting new curriculum; content area to be determined.

New action added 1.9 Food Services Assistant added.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Goal 2: Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2.1 Attendance rates</p> <p>17-18 2.1-Increase attendance rates from 82% to 85%</p> <p>Baseline 2.1 82% Attendance rate</p>	<p>Current attendance is 77% 2017 attendance was 68% Data collection process has been corrected</p>
<p>Metric/Indicator 2.2 Truancy/chronic absenteeism rates</p> <p>17-18 2.2 Decrease truancy/chronic absenteeism rates from 58% to 55%</p> <p>Baseline 2.2 58% Truancy/chronic absenteeism rates</p>	<p>48% Chronic absenteeism</p>
<p>Metric/Indicator 2.3 Discipline referral rates for disruption including suspension</p>	<p>Harry P B Carden 10% Thomas E Mathews 12% Data is not comparable as PBIS implementation is institution wide this year compared to classroom only last year</p>

Expected

Actual

17-18
2.3 Decrease discipline referral rates for disruption from 14% to 12%

Baseline
2.3 14% discipline referral rates for disruption

Metric/Indicator
2.4 Discipline referral rates for major incidents including suspension

17-18
2.4 Decrease Discipline referral rates for major incidents from 63% to 60%

Baseline
2.4 63% Discipline referral rates for major incidents

Metric/Indicator
2.5 PBIS implementation

17-18
2.5 Maintain at least 95% PBIS implementation

Baseline
2.5 95% PBIS implementation

Metric/Indicator
2.6 Connectedness factors on CHKS

17-18
2.6 Increase Connectedness factors on CHKS from 62% to 65%

Baseline
2.6 62% Connectedness factors on CHKS

Metric/Indicator
2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs

17-18
2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs

Baseline
2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs

Metric/Indicator
2.8 Pupil expulsion rates are not applicable to Court & Community School Programs

Harry P B Carden 55%
Thomas E Mathews 58%
Data is not comparable as PBIS implementation is institution wide this year vs only classroom last year

Probation institution and school staff partnered and 100% implemented PBIS institution wide at Harry P. B. Carden School. Thomas E. Mathews has maintained full 100% implementation of PBIS as well as an expanded implementation of MTSS model practices

Survey will be administered 2018-19

N/A

N/A

Expected

Actual

<p>17-18 2.8 Pupil expulsion rates are not applicable to Court & Community School Programs</p> <p>Baseline 2.8 Pupil expulsion rates are not applicable to Court & Community School Programs</p>	
<p>Metric/Indicator 2.9 Parent survey participation rate</p> <p>17-18 2.9 Increase parent survey participation rates by TBD% based on baseline</p> <p>Baseline 2.9 Set baseline for parent survey participation rates</p>	<p>Baseline parent survey participation rate: Thomas E Mathew 96% Harry P B Carden 75%</p>
<p>Metric/Indicator 2.10 Parent participation in school activities rate</p> <p>17-18 2.10 Increase parent participation in school activities by TBD% based on baseline</p> <p>Baseline 2.10 Set baseline for parent participation in school activities byTBD%</p>	<p>Baseline parent participation rate: Thomas E Mathews 11% Harry P B Carden 15%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Implement at least one high interest student activity per semester	2.1 Seven student activities were held during the school year	4000-4999: Books And Supplies Supplemental \$1000	4000-4999: Books And Supplies Supplemental \$1723

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.2 Host Quarterly family involvement activities to improve communication with parents of English Learners, Foster Youth, Low Income and special needs students by building relationships with school staff and providing training with content relevant to student needs

2.2 Family involvement activities were held each semester at each site

4000-4999: Books And Supplies Supplemental \$1000

4000-4999: Books And Supplies Supplemental \$500

Action 3

Planned Actions/Services

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

SWIS data system
Behavior incentives
PBIS training
PBIS Coach

Actual Actions/Services

2.3 Continued to coordinate Positive Behavior Intervention Supports (PBIS):

SWIS data system
Behavior incentives
PBIS training
PBIS coach
PBIS TOT training

Budgeted Expenditures

PBIS SWIS and PCOE 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000

PBIS Coach 3000-3999: Employee Benefits Supplemental \$1000

Incentives 4000-4999: Books And Supplies Supplemental \$1000

Estimated Actual Expenditures

PBIS SWIS/PCOE/Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$18,187

PBIS Coach 2000-2999: Classified Personnel Salaries Supplemental \$6000

PBIS 3000-3999: Employee Benefits Supplemental \$1000

Incentives 4000-4999: Books And Supplies Supplemental \$6182

Action 4

Planned Actions/Services

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

Actual Actions/Services

2.4 Contracted counseling for positive behavior support plans

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

Estimated Actual Expenditures

Counseling for positive behavior support plans 5000-5999: Services And Other Operating Expenditures Other \$22,864

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
2.5 Maintain Assistant Principal at .5 FTE to support student services as recommended by parent feedback in stakeholder engagement sessions	2.5 Assistant Principal position was vacant for the school year	1000-1999: Certificated Personnel Salaries Supplemental \$35,000	1000-1999: Certificated Personnel Salaries Supplemental 0
		3000-3999: Employee Benefits Supplemental \$7,500	3000-3999: Employee Benefits Supplemental 0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 Continue Restorative Justice Practice training and implementation	2.6 Restorative Justice Practice training was provided and implemented	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$7,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9340

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7 Continue to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services	2.7 Continued to coordinate Parent Project workshops in continued collaboration with Yuba County Courts, Probation, Health and Human Services	Facilitator/Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$9,000	Facilitator/Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$9,000
		Facilitator/Coordinator 3000-3999: Employee Benefits Supplemental \$1500	Facilitator/Coordinator 3000-3999: Employee Benefits Supplemental \$1500
		Facilitator Conference/training 5000-5999: Services And Other Operating Expenditures Supplemental \$4000	Contract for supplies/materials for training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$500
		Materials 4000-4999: Books And Supplies Supplemental \$5000	Materials 4000-4999: Books And Supplies Supplemental 1638

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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2.8 Continue to provide probation officer

2.8 Continued to provide probation officer

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance

2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance countywide

2000-2999: Classified Personnel Salaries Supplemental \$5,000
See above total. 3000-3999: Employee Benefits Supplemental 0

2000-2999: Classified Personnel Salaries Supplemental \$5,000
See above total 3000-3999: Employee Benefits Supplemental 0

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

2.10 Provide Student Resource Officer

2.10 Provided Student Resource Officer

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall implementation of the actions/services to achieve this goal were successful. Full implementation of PBIS, Restorative Justice practices have been successful in fostering a respectful, collaborative and reflective school community. The implementation of a multi-faceted, Multi-Tiered System of Support (MTSS) model in student discipline, student rewards, instructional settings and social/emotional support have provided the necessary structure to achieve student success academically, socially and emotionally. Full implementation of these structures and continued professional development to expand our MTSS will continue to be the focus.

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

The overall effectiveness of the actions/services to achieve this goal were demonstrated to be effective by full implementation of PBIS, and an expanded model of MTSS. Although discipline referral rates for disruption and major incidents decreased, major incidents rates are significantly higher than rates for disruption and other minor discipline offenses. This data shows a continuing trend suggesting that the intervention system is providing support for all but the most challenging behaviors. Due to the nature of the students that are served in the County community School, this outcome is consistent. The Yuba County Plan for Expelled Youth continues to recognize a multi-tiered system of county wide program offerings. Students referred to our court & community school programs continue to be those with the most severe behaviors and needs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following actions/services resulted in material differences:

2.3 Coordinate Positive Behavior Intervention Supports (PBIS) material difference was due to additional Trainer of Trainer PBIS training received.

2.4 Behavior Specialist material difference was due to a change in vendors and an increase in service delivery to meet student needs.

2.5 Assistant Principal position was vacant. Due to declining ADA in the past year, the position was not filled during 2017-18.

2.6 Restorative Practice training contract increased due an increase in number of participants being trained.

2.7 Parent Project classes were held, . However, new facilitators were not recruited and trained, thus reducing expenditures.

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

Action/service 2.5 Assistant Principal position will be filled at .5 FTE in 2018-19.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

% of Expelled Youth receive coordinated services countywide

17-18

Maintain 100% of Expelled Youth will receive coordinated services countywide

Baseline

Set baseline 2017-18

100% of Expelled Youth receive coordinated services countywide.

Metric/Indicator

% of Expelled Youth that re-enter school of residency

17-18

Increase number of expelled youth that re-enter school of residency by 2%

Baseline

Set baseline 2017-18

% of Expelled Youth that re-enter school of residency data is not available and will be reported Fall 2018

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.</p>	<p>3.1 Continued to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental \$10,000</p>
		<p>see total above 3000-3999: Employee Benefits Supplemental</p>	<p>see total above 3000-3999: Employee Benefits Supplemental</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services to achieve this goal were completed. The countywide partners completed the revision and update of the AB 922 Countywide Plan for Expelled Youth.

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

The outcomes of a county wide coordinated plan for expelled youth are demonstrated through increased collaboration between the five school districts in Yuba County. The collective efforts to develop and implement a multi-tiered system of program offerings for our county's most challenging youth, have improved the awareness of the needs expelled youth have and the best practices necessary to support their academic, behavior and social emotional success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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

None

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

Goal 4: Continue collaboration with Foster Youth Services Executive Council (members include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services to increase educational outcomes for Foster Youth enrolled in Yuba County schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

4.1-% of changes in FY school placement

17-18

4.1-Decrease changes in FY school placement %TBD based on 16-17 data.

Baseline

4.1-Set baseline for % of changes in FY school placement %TBD based on 16-17 data.

Metric/Indicator

4.2-% of academic achievement gap between foster youth and general student population in Yuba County

17-18

4.2-Academic achievement gap between foster youth and general student population in Yuba County decrease % TBD by 16-17 data

Baseline

4.2-Set baseline of academic achievement gap between foster youth and general student population in Yuba County

Actual

4.1- FY school placement change decreased by 6.9%
16% of FY placed from Yuba County experienced a change of school placement.
% of school placements from outside of Yuba County is TBD

4.2- Baseline data of academic data was available for FY and compared to ALL students:
English Language Arts
Foster Youth: 68 points below level 3
ALL students: 43.6 points below level 3
Mathematics
Foster Youth: 94.2 points below level 3
ALL students: 59.7 points below level 3

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1-Provide Foster Youth Counseling services	4.1- Foster Youth Counseling was provided	2000-2999: Classified Personnel Salaries FYS Grant \$18,375 3000-3999: Employee Benefits FYS Grant \$2206	2000-2999: Classified Personnel Salaries FYS Grant \$20,508 see above total 3000-3999: Employee Benefits FYS Grant 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2 Provide 48% coordinator to act as Foster Youth Coordinator to work with Foster Youth Executive Council to continue to coordinate all services described in Education Code Section 42921 county wide.	4.2 48% Foster Youth Coordinator was provided	2000-2999: Classified Personnel Salaries FYS Grant \$33,375 3000-3999: Employee Benefits FYS Grant \$13,129	2000-2999: Classified Personnel Salaries FYS Grant \$49,777 see above total 3000-3999: Employee Benefits FYS Grant 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.3 Establish a progress monitoring system of local assessments to track academic achievement gap between foster youth and general student population in Yuba County	4.3 Academic progress monitoring system to track academic achievement gap was not established	5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500	5800: Professional/Consulting Services And Operating Expenditures FYS Grant 0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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4.4 Continue to support a county wide protocol to share data from Foster Focus (web-based system for information sharing across agencies).

4.4 Foster Focus was maintained

5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1300

5800: Professional/Consulting Services And Operating Expenditures FYS Grant \$1500

Action 5

Planned Actions/Services

4.5 Provide Prevention Assistants to act as an Educational Liaisons

Actual Actions/Services

4.5 Prevention Assistants were provided to act as Educational Liaisons, and Foster Youth Services support staff were added

Budgeted Expenditures

2000-2999: Classified Personnel Salaries FYS Grant \$45,336

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries FYS Grant \$77,400

3000-3999: Employee Benefits FYS Grant \$24,679

see above total 3000-3999: Employee Benefits FYS Grant 0

5900: Communications FYS Grant \$2600

5900: Communications FYS Grant \$817

4000-4999: Books And Supplies FYS Grant \$2500

4000-4999: Books And Supplies FYS Grant \$3581

Action 6

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

4000-4999: Books And Supplies FYS Grant \$4000

Estimated Actual Expenditures

4000-4999: Books And Supplies FYS Grant \$3600

Action 7

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Conferences 5000-5999: Services And Other Operating Expenditures FYS Grant \$2000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures FYS Grant \$5147

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of the actions/services to achieve Goal 4 have been successful. However, the process of monitoring and tracking academic achievement for Foster Youth has been difficult. Local school sites have struggled to identify Foster Youth at the school site level. Therefore, unidentified Foster Youth do not receive services. Several districts in Yuba County have numerically insignificant Foster Youth student group populations (less than 11) and do not have data to report. Therefore, the data that is reported represents only 38% of the Foster Youth in the county. Action/service 4.3 was not implemented.

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

Providing direct services to students and indirect services to school districts in actions/services 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7 has an overall positive effect on Foster Youth county wide. It will be necessary to continue to work with school site staff to improve the identification of Foster Youth so identification increases.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/service 4.7- There was a material difference in this expenditure because the Foster Youth Summit was in Southern California, and the cost of travel and lodging for participants increased the total cost.

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

No changes to this goal, actions or services.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Update June 2018

As this is the second year of a three year plan, the Plan Summary, Annual Update and Analysis, and Demonstration of Increased or Improved Services sections are the focus of LCAP Stakeholder Engagement meetings.

Again this year, Yuba County Office of Education held a series of Stakeholder Engagement meetings to include stakeholders in a meaningful process. We recognize the need to educate our stakeholders so they can fully engage.

Continuing as of August 2018, LCAP Progress Reports were given to each stakeholder group at their various meetings to review 2017-20 goals, actions/services, and/or to date progress towards Annual Measureable Outcomes. A brief review of LCFF and LCAP process information was also reviewed to insure that new members in any given group could effectively participate in the discussion.

December 13, 2017 First Interim Budget Report with detailed information regarding the LCFF and LCAP presented to Yuba County Board of Education.

LCAP is a standing Information Item on all regularly scheduled Yuba County Board of Education meetings. During this item, progress reports are given on Annual Measurable Outcome data to date, and implementation of actions/services to date. 8/9/17, 9/13/17, 10/11/17, 11/8/17, 12/13/17, 1/10/18, 2/14/18, 3/14/18, 4/11/18, 5/9/18.

June 12, 2018 LCAP stakeholder meeting with Bargaining Units.

June 13, 2018 – Public Hearing 2017-20 LCAP presentation, and receive public comment.

June 20, 2018 – 2017-20 Final LCAP submitted for Board approval.

Beginning in August 2018, progress reports on 2017-20 LCAP Expected Annual Measurable Outcomes and/or Action and Service implementation for each goal were provided to the following stakeholder groups:

Community School staff including clerical, paraeducators, teachers and principals, Administrative staff, Yuba County Probation, and Marysville Police Department.: 8/25,9/15,10/6,10/20, 11/3, 12/1, 1/19, 2/2, 3/2, 3/16, 4/6, 5/4, 5/18

Court School staff including clerical, paraeducators, teachers and principals, administrative staff, Yuba County Probation: 9/22/17, 10/13/17, 12/8/17, 1/19/18, 2/9/18, 3/23/18, 4/13/18,5/4/18

Parent Advisory Committee (PAC) Court School : 11/9/17 Community School: 11/7/17

Court and Community School Site Council; including teachers, principals, parents and students (SSC): 11/26/17, 3/29/18

Foster Youth Services Programs Executive Council: 1/19/18, 3/9/18

Education and Institution Leadership Meetings: 8/9/17, 9/13/17, 10/11/17, 11/8/17, 12/13/17, 1/10/18, 2/13/18, 3/7/18, 4/11/18, 5/9/18.

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/ Parent Advisory Committee (SSC/PAC) and Stakeholder meetings.

Impact on LCAP and Annual Update

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

Update June 2018

In the on-going development process of 2017-20 LCAP it continues to remain apparent that all stakeholders continue to need multiple opportunities to deepen their understanding of the LCAP and the role that it plays as the strategic plan for our YCOE Court and Community School programs, and ultimately our students' success. Therefore, LCAP remains a reoccurring agenda item on all County Board meeting agendas, Court & Community School staff meeting agendas, Foster Youth Services Program Executive Council meeting agendas, and School Institution meeting agendas. At each meeting, the LCAP agenda item includes progress monitoring reports on both Expected Annual Measurable Outcomes and Action/Service implementation as well as an opportunity for stakeholder feedback.

The stakeholder groups that continue to be the most engaged in developing the 2017-20 LCAP are the Court and Community Staff and School Site Council/Parent Advisory Committee, Parents, the Foster Youth Services Program Executive Council, Yuba County Probation, and Marysville Police Department. The input that has been received from these groups has been included in the 2017-20 LCAP, and has been considered during the 2018 Annual Update review and analysis.

The following are the current impacts based on recommendations from stakeholders:

Staff:

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

Impact: Maintain the Student Resource Officer to provide increased support for youth with dangerous behavior. Continue daily debriefing sessions with staff to evaluate system of positive interventions and supports. Retrain staff in Restorative Justice Practices to provide all new and returning staff with the necessary skills to support students with significant challenging and dangerous behaviors.

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

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

- Provide a continuum of support services to students and families as they transition out of Court and Community schools and back to school of origin, to secondary educational placements, and/or into the work force.

Impact: Add a Youth Advocate position to work with students and families to ensure that they have access to any services necessary in the county. This position will actively build relationships and mentor incarcerated youth, and their families, and actively network with probation, law enforcement and the educational community

Foster Youth Services Program Executive Council:

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

Impact: Expanded Prevention Assistant position will continue to coordinate and improve data tracking.

AB 922 Expelled Youth Plan partners:

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

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

Students:

- Continue to allow students to take extra work to their rooms.
- Increase electives such as art, music, CTE courses.
- Offer A-G courses at WASC accredited school

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

Parent Advisory Committee and Parents:

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

Impact:

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

School Site Council:

- offer increased parent trainings/classes

Impact:

Work with county wide partners to provide parents with meaningful classes and trainings.

Hire Youth Advocate to coordinate school to home and school to community support programs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency on track to graduate (or equivalent), being college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

local assessment data shows a trend of decreased student achievement data

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 % of properly credentialed and assigned teachers as measured by Williams Survey	1.1 71% properly credentialed teachers	1.1 Increase properly credentialed and assigned teachers from 71% to 85% as measured by Williams Survey	1.1 Increase highly properly credentialed and assigned teachers from 85% to 100% as measured by Williams Survey	1.1 Maintain highly properly credentialed and assigned teachers at 100% as measured by Williams Survey
1.2-% of Instructional materials sufficiency as	1.2-100% Instructional materials sufficiency as	1.2-Instructional materials sufficiency will be maintained at 100%	1.2-Instructional materials sufficiency will be maintained at 100%	1.2-Instructional materials sufficiency will be maintained at 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by Williams Survey	measured by Williams Survey	as measured by Williams Survey	as measured by Williams Survey	as measured by Williams Survey
1.3-% of Facilities Inspection Tool (FIT) ratings good or better as measured by Williams Survey	1.3-100% Facilities Inspection Tool (FIT) ratings good or better schools as measured by Williams Survey	1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey	1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey	1.3-Facilities Inspection Tool (FIT) ratings maintained at good or better 100% schools as measured by Williams Survey
1.4- California State Standard implementation as measured with local observation tool	1.4- Set baseline of California State Standard implementation with observation tool	1.4- Increase % (% TBD by baseline) of California State Standard implementation as measured by local observation tool	1.4- Increase % (% TBD by 2017-18 baseline) of California State Standard implementation as measured by local observation tool	1.4- Increase % (% TBD by 2017-18 baseline) of California State Standard implementation as measured by local observation tool
1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended	1.5-California High School Exit Exam (CAHSEE) has been suspended
1.6 % of Local benchmark assessment proficiency	1.6 Set baseline for Local benchmark assessment proficiency Renaissance math and reading	1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%	1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%	1.6-Increase Local benchmark assessment proficiency Renaissance math and reading by 5%
1.7- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Increase 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Increase 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts	1.7- Increase from 3 % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in English Language Arts
1.8- % Met Standard or above on California Assessment of Student	1.8- Set baseline of % Met Standard or above on California	1.8- Increase from 3% Met Standard or above on California	1.8- Increase 3 % Met Standard or above on California Assessment	1.8- Increase 3 % Met Standard or above on California Assessment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Performance and Progress (CAASPP) in mathematics	Assessment of Student Performance and Progress (CAASPP) in mathematics	Assessment of Student Performance and Progress (CAASPP) in mathematics	of Student Performance and Progress (CAASPP) in mathematics	of Student Performance and Progress (CAASPP) in mathematics
1.9- % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Set baseline of % Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards	1.9- Increase from 3% Met Standard or above on California Assessment of Student Performance and Progress (CAASPP) in Next Generation Science Standards
1.10- API N/A	1.10- API N/A	1.10- API N/A	1.10- API N/A	1.10- API N/A
1.11-% of students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)	1.11-Maintain 100% students receive ELD, course access and intervention per Independent Learning Plan (ILP)
1.12-% of Individual Education Plan (IEP) goals successfully completed	1.12-63% of Individual Education Plan (IEP) goals successfully completed	1.12-Increase from 63% to 65% of Individual Education Plan (IEP) goals successfully completed	1.12-Increase from 65% to 67% of Individual Education Plan (IEP) goals successfully completed	1.12-Increase from 67% to 69% of Individual Education Plan (IEP) goals successfully completed
1.13-% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13- 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule	1.13-Maintain 100% of students have access to/enrollment in broad course of study; including Career Technical Education (CTE) as evidenced by master schedule
1.14-1:1 ratio teacher and student access to	1.14-1:1 ratio teacher and student access to	1.14-Maintain 1:1 ratio teacher and student	1.14-Maintain 1:1 ratio teacher and student	1.14-Maintain 1:1 ratio teacher and student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
technology to support standards aligned instruction	technology to support standards aligned instruction	access to technology to support standards aligned instruction	access to technology to support standards aligned instruction	access to technology to support standards aligned instruction
1.15- AP and EAP are not applicable metrics for court & community school students	1.15-AP and EAP are not applicable metrics for court & community school students	1.15-AP and EAP are not applicable metrics for court & community school students	1.15- AP and EAP are not applicable metrics for court & community school students	1.15- AP and EAP are not applicable metrics for court & community school students
1.16- A-G Course access for WASC accredited schools	1.16- Set baseline A-G Course access for WASC accredited schools	1.16- Increase from baseline A-G Course access for WASC accredited schools	1.16- Increase from baseline A-G Course access for WASC accredited schools	1.16- Increase from baseline A-G Course access for WASC accredited schools
1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.	1.17-English Language Learners are not a numerically significant subgroup, therefore English Proficiency and Reclassification are not applicable for Yuba COE Court & Community School program.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Court (Carden School) and Community (Thomas E. Mathews School)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.1
Professional Development teachers:

Project Based Learning (PBL) Intergrated California State Standards ELA/ELD and Next Generation Science Standards

2018-19 Actions/Services

1.1
Professional Development teachers:

TBD by needs assessment

2019-20 Actions/Services

1.1
Professional Development teachers:

TBD by needs assessment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E. Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.2
Decrease Instructional Intervention Teacher to .5FTE

2018-19 Actions/Services

1.2
Maintain Instructional Intervention Teacher 1.5FTE

2019-20 Actions/Services

1.2
Maintain Instructional Intervention Teacher 1.5FTE

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,000	\$98,000	\$98,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits see total above	3000-3999: Employee Benefits see total above	3000-3999: Employee Benefits see total above

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.3
Renew Character Based Literacy Curriculum contract and purchase curriculum novels

1.3
Renew Character Based Literacy Curriculum contract and purchase curriculum novels

1.3
Renew Character Based Literacy Curriculum contract and purchase curriculum novels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7500	\$7500	\$7500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$3500	\$3500	\$3500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

1.4
Implement IXL Web-based Learning System, Teacher developed credit recovery program, and LanSchool student monitoring system

2019-20 Actions/Services

1.4
Implement IXL Web-based Learning System, Teacher developed credit recovery program, and LanSchool student monitoring system

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$11,000	\$11,000	\$11,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.5
Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software

2018-19 Actions/Services

1.5
Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software

2019-20 Actions/Services

1.5
Continue to implement annually updated site technology work plan to improve technology access for teachers and students; update infrastructure, connectivity, student and teacher computers, digital projectors, online curriculum, software

Budgeted Expenditures

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

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E. Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

1.6
Career Technical Education course instructor increased to 57%

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

1.6
Career Technical Education course instructor maintained at 100%

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

1.6
Career Technical Education course instructor maintained at 100%

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,500	\$63,116	\$63,116
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits see above total	3000-3999: Employee Benefits see above total	3000-3999: Employee Benefits see above total

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.7 Alternative Education Model Program Visits

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000	0	0
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences/trainings		

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

NA

2018-19 Actions/Services

1.8- Pilot and consider adopting new curriculum, content area to be determined.

2019-20 Actions/Services

1.8- Pilot and consider adopting new curriculum, content area to be determined.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$15000	\$15000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Thomas E. Mathews
Specific Grade Spans: All

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1.9 Food Services Assistant

2019-20 Actions/Services

1.9 Food Services Assistant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,000	\$11,000
Source		Base	Base
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		0	0
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits see total above	3000-3999: Employee Benefits see total above

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Goal 2: Foster respectful, collaborative and reflective school community practices that ensure each student develops the necessary skills to be academically, socially and emotionally successful

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Alternative Education students experience significantly higher rates of absenteeism, discipline referrals, suspension, drop out and significantly lower rates of parent participation, and of reported school connectedness factors.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 Attendance rates	2.1 82% Attendance rate	2.1-Increase attendance rates from 82% to 85%	2.1-Increase attendance rates from 85% to 88%	2.1-Increase attendance rates from 88% to 90%
2.2 Truancy/chronic absenteeism rates	2.2 58% Truancy/chronic absenteeism rates	2.2 Decrease truancy/chronic absenteeism rates from 58% to 55%	2.2 Decrease truancy/chronic absenteeism rates from 55% to 52%	2.2 Decrease truancy/chronic absenteeism rates from 52% to 49%
2.3 Discipline referral rates for disruption including suspension	2.3 14% discipline referral rates for disruption	2.3 Decrease discipline referral rates for disruption from 14% to 12%	2.3 Decrease discipline referral rates for disruption from 12% to 10%	2.3 Maintain discipline referral rates for disruption at 10%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.4 Discipline referral rates for major incidents including suspension	2.4 63% Discipline referral rates for major incidents	2.4 Decrease Discipline referral rates for major incidents from 63% to 60%	2.4 Decrease Discipline referral rates for major incidents from 60% to 57%	2.4 Decrease Discipline referral rates for major incidents from 57% to 54%
2.5 PBIS implementation	2.5 95% PBIS implementation	2.5 Maintain at least 95% PBIS implementation	2.5 Maintain at least 95% PBIS implementation	2.5 Maintain at least 95% PBIS implementation
2.6 Connectedness factors on CHKS	2.6 62% Connectedness factors on CHKS	2.6 Increase Connectedness factors on CHKS from 62% to 65%	2.6 Maintain Connectedness factors on CHKS at 65%	2.6 Increase Connectedness factors on CHKS from 65% to 67%
2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs	2.7 Middle School High School graduation and dropout rates are not applicable to Court & Community School Programs
2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs	2.8 Pupil expulsion rates are not applicable to Court & Community School Programs
2.9 Parent survey participation rate	2.9 Set baseline for parent survey participation rates	2.9 Increase parent survey participation rates by TBD% based on baseline	2.9 Increase parent survey participation rates by TBD% based on baseline	2.9 Increase parent survey participation rates by TBD% based on baseline
2.10 Parent participation in school activities rate	2.10 Set baseline for parent participation in school activities by TBD%	2.10 Increase parent participation in school activities by TBD% based on baseline	2.10 Increase parent participation in school activities by TBD% based on baseline	2.10 Increase parent participation in school activities by TBD% based on baseline

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

2.1 Implement at least one high interest student activity per semester

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

2.1 Implement at least one high interest student activity per semester

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

2.1 Implement at least one high interest student activity per semester

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.2 Host Quarterly family involvement activities to improve communication with parents of English Learners, Foster Youth, Low Income and special needs students by building relationships with school staff and providing training with content relevant to student needs

2018-19 Actions/Services

2.2 Host Quarterly family involvement activities to improve communication with parents of English Learners, Foster Youth, Low Income and special needs students by building relationships with school staff and providing training with content relevant to student needs

2019-20 Actions/Services

2.2 Host Quarterly family involvement activities to improve communication with parents of English Learners, Foster Youth, Low Income and special needs students by building relationships with school staff and providing training with content relevant to student needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

SWIS data system
Behavior incentives
PBIS training
PBIS Coach

2018-19 Actions/Services

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

SWIS data system
Behavior incentives
PBIS training
PBIS Coach

2019-20 Actions/Services

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

SWIS data system
Behavior incentives
PBIS training
PBIS Coach**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$12,000	\$12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PBIS SWIS and PCOE	5800: Professional/Consulting Services And Operating Expenditures SWIS/ Tier Training	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$6000	\$3700	\$3700
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries PBIS Coach	2000-2999: Classified Personnel Salaries PBIS Coach	2000-2999: Classified Personnel Salaries PBIS Coach
Amount	\$1000	\$0	\$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits PBIS Coach	3000-3999: Employee Benefits see above total	3000-3999: Employee Benefits see above
Amount	\$1000	\$7000	\$7000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Incentives	4000-4999: Books And Supplies Incentives	4000-4999: Books And Supplies Incentives

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$22,000	\$22,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$35,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$7,500	\$7,500	\$7,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: none
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.6 Continue Restorative Justice Practice training and implementation

2018-19 Actions/Services

2.6 Provide refresher Restorative Justice Practice training and implementation

2019-20 Actions/Services

2.6 Continue Restorative Justice Practice training and implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,000	\$7,000	\$7,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,000	\$9,000	\$9,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Facilitator/Coordinator	2000-2999: Classified Personnel Salaries Facilitator/Coordinator	2000-2999: Classified Personnel Salaries Facilitator/Coordinator

Amount	\$1500	\$1500	\$1500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits Facilitator/Coordinator	3000-3999: Employee Benefits Facilitator/Coordinator	3000-3999: Employee Benefits Facilitator/Coordinator
Amount	\$4000	\$4000	\$4000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilitator Conference/training	5000-5999: Services And Other Operating Expenditures Facilitator Conference/Training	5000-5999: Services And Other Operating Expenditures Facilitator Conference/Training
Amount	\$5000	\$5000	\$5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance

2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance

2.9 5% SARB Coordinator to support system intervention to improve truancy student attendance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries See above total.	3000-3999: Employee Benefits See above total.	3000-3999: Employee Benefits See above total.

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Carden and Thomas E Mathews

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2.10 Provide Student Resource Officer

2018-19 Actions/Services

2.10 Provide Student Resource Officer

2019-20 Actions/Services

2.10 Provide Student Resource Officer

Budgeted Expenditures

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

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

2.11 Add Youth Advocate position 1 FTE

2019-20 Actions/Services

2.11 Maintain Youth Advocate position 1 FTE

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$71,000	\$71,000
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		0	0
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits see total above	3000-3999: Employee Benefits see total above

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Expelled Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

3.1 Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

3.1 Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

3.1 Continue to provide administrative support to coordinate an improved system of county wide services for expelled youth; facilitate quarterly meetings to review local data, placement offerings, and professional development needs to support expulsion school staff and develop comprehensive AB922 County wide Plan for Expelled Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits see total above	3000-3999: Employee Benefits See above total.	3000-3999: Employee Benefits See above total.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Goal 4: Continue collaboration with Foster Youth Services Executive Council (members include; Yuba County Juvenile Judge, District Attorney, Yuba County Child Protective Services, Yuba County Office of Education, Local School Districts, Yuba County Council, and Yuba College) to coordinate countywide Foster Youth services to increase educational outcomes for Foster Youth enrolled in Yuba County schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

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

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

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

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$1500
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1300	\$1300	\$1300
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

4.5 Provide Prevention Assistants to act as an Educational Liaisons

2018-19 Actions/Services

4.5 Provide Prevention Assistants to act as an Educational Liaisons

2019-20 Actions/Services

4.5 Provide Prevention Assistants to act as an Educational Liaisons

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,336	\$46,243	\$47,168
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$24,679	\$25,173	\$25,676
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2,600	\$2,600	\$2,600
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	5900: Communications	5900: Communications	5900: Communications

Amount	\$2500	\$2500	\$2500
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Foster Youth

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4000	\$4000	\$4000
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) Specific Student Groups: Foster Youth	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools
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OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Modified Action	Select from New, Modified, or Unchanged for 2018-19 Unchanged Action	Select from New, Modified, or Unchanged for 2019-20 Unchanged Action
2017-18 Actions/Services 4.7 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences	2018-19 Actions/Services 4.7 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences	2019-20 Actions/Services 4.7 Support Foster Youth Services Collaboration partners attendance at annual Foster Youth Summit and other Foster Youth conferences

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	\$2000
Source	FYS Grant	FYS Grant	FYS Grant
Budget Reference	5000-5999: Services And Other Operating Expenditures Conferences	5000-5999: Services And Other Operating Expenditures Conferences	5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$426,455

Percentage to Increase or Improve Services

13.09%

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

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

2018-2019 Update

The unduplicated student count in Yuba County Office of Education court and community schools is 100%. Therefore, all services in 2017-20 LCAP are aligned to the intensive needs of the at-risk student populations served. The actions and services specifically identified as demonstrating improved and increased services for unduplicated students go significantly beyond 13.09% increase to the basic program. These research-based services will be continued to meet the academic, social emotional and college and career readiness skill needs of Foster Youth, English Language Learner and Low Income students in our programs.

YCOE juvenile court school, and community school have predominately low income students with a 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, whether they are present for short or long term enrollment. Our system of continuous improvement most recent analysis continues to show that whether currently incarcerated, on probation, probation referred or at risk of being referred, all our students demonstrate many of the at-risk behaviors that align with the criminogenic needs (factors) of incarcerated adults. Therefore, we continue to recognize the critical need to provide a comprehensive program of both prevention and intervention services to prevent students from entering the Juvenile Justice system, and reduce the rate of recidivism for students already in the system. In doing so, the student outcomes for each of the state required priorities will also show a positive effect.

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

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

Special Education student needs are met through the IEP development process, delineating an individual plan for goals and objectives, transition plan and strategies. Supplemental funds will be used to implement the actions and services designated to meet the goals outlined in 2017-20 LCAP through systematic implementation of the Multi-tiered System of Support (MTSS) 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 MTSS 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.

Clarification: Special Education services required per Individualized Education Plans (IEPs) are not counted towards increased or improved services for unduplicated students.

The following services have been specifically identified as increasing or improving services beyond the base program:

Goal 1: Improve and support student learning to close achievement gaps and ensure all students successfully transition back to school of residency and on track to graduate (or equivalent), being college and career ready.

Improved and increased services in goal 1 include:

(1.1) Professional development for teachers and staff to be determined by local needs assessment based on students needs, and teacher /staff needs to deliver a system of differentiated instruction that is high interest and engaging.

(1.2) Intervention teacher was increased to 1.5 FTE to coordinate the ILP and SST process described above, as well as provide targeted instruction during intervention classes and Restorative Justice strategies and behavior support when students return from suspension.

(1.3) Professional development and implementation of Universal Design for Learning to provided multi-tiered approach to differentiating instruction for ALL students.

(1.6) Career Technical Education (CTE) instructor increased to 100% FTE to ensure that students are provided with prerequisite skills and knowledge necessary to obtain employment and therefore reduce the risk of recidivism in youth incarceration facilities which is proven to be an interruption to the educational process.

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

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

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 in goal 2 include:

- (2.2) High interest family activities and events to provide support and training relevant to student family needs with a focus on increasing parent engagement with schools, and restoring healthy family structures and increase student learning outcomes.
- (2.3) Positive Behavior Intervention and Supports (PBIS) to provide a school wide system of increasing positive behavior, demonstrated to reduce student suspension, increase student learning outcomes.
- (2.4) Behavior Specialist to provide trauma informed care training for staff and parents to assist in eliminating barriers to student engagement at school.
- (2.6) Restorative Justice training for all court & community staff including Probation department staff; a research based approach demonstrated to reduce discipline referrals and suspensions.
- (2.7) Parent Project classes demonstrated to reduce recidivism and improve student learning outcomes.
- (2.8) Provide Probation Officer to support multi-tiered interventions for students on probation, referred by probation or identified at risk of being on probation.
- (2.10) Provide Student Resource Officer to support multi-tiered interventions for students at risk of entering the juvenile justice system.
- (2.11) Youth Advocate position to provide coordinated services including academic, behavioral, social emotional goals as well as college and career readiness goals.

YCOE Alternative Education remains committed to implementing the cycle of continuous student improvement with fidelity in order to meet the significantly differentiated academic, social emotional, and college and career readiness skill needs of our students.

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$350,767

Percentage to Increase or Improve Services

11.77%

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

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

The unduplicated student count in Yuba County Office of Education court and community schools is 100%. Therefore, all services in 2017-20 LCAP are aligned to the intensive needs of the at-risk student populations served. The actions and services specifically identified as demonstrating improved and increased services for unduplicated students go significantly beyond 11.77% increase to the basic program. These are research-based services to meet the academic, social emotional and college and career readiness skill needs of Foster Youth, English Language Learner and Low Income students in our programs.

YCOE juvenile court school, and community school have predominately low income students with a 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, whether they are present for short or long term enrollment. Our analysis shows that whether currently incarcerated, on probation, probation referred or at risk of being referred, all our students demonstrate many of the at-risk behaviors that align with the criminogenic needs (factors) of incarcerated adults. Therefore, we recognize the critical need to provide a comprehensive program of both prevention and intervention services to prevent students from entering the Juvenile Justice system, and reduce the rate of recidivism for students already in the system. In doing so, the student outcomes for each of the state required priorities will also show a positive effect.

Special Education student needs are met through the IEP development process, delineating an individual plan for goals and objectives, transition plan and strategies. Supplemental funds will be used to implement the actions and services designated to meet the goals outlined in 2017-20 LCAP through systematic implementation of the Multi-tiered System of Support (MTSS) 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 MTSS 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.

The following services have been specifically identified as increasing or improving services beyond the base program:

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.

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

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

Improved and increased services in goal 1 include:

(1.2) Intervention teacher to coordinate the ILP and SST process described above, as well as provide targeted instruction during intervention classes and Restorative Justice strategies and behavior support when students return from suspension.

(1.3) Professional development and implementation of Project Based Learning and (1.3) Character Based Literature curriculum. Both provide standards based content in high interest format promoting high levels of student engagement and are demonstrated to have a positive effect on at-risk students' achievement.

(1.6) Career Technical Education (CTE) instructor to ensure that students are provided with prerequisite skills and knowledge necessary to obtain employment and therefore reduce the risk of recidivism in youth incarceration facilities which is proven to be an interruption to the educational process.

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 in goal 2 include:

(2.2) High interest family activities and events to provide support and training relevant to student family needs with a focus on increasing parent engagement with schools, and restoring healthy family structures and increase student learning outcomes.

(2.3) Positive Behavior Intervention and Supports (PBIS) to provide a school wide system of increasing positive behavior, demonstrated to reduce student suspension, increase student learning outcomes.

(2.4) Behavior Specialist to provide trauma informed care training for staff and parents to assist in eliminating barriers to student engagement at school.

(2.6) Restorative Justice training for all court & community staff including Probation department staff; a research based approach demonstrated to reduce discipline referrals and suspensions.

(2.7) Parent Project classes demonstrated to reduce recidivism and improve student learning outcomes.

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

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

YCOE Alternative Education remains committed to implementing the cycle of continuous student improvement with fidelity in order to meet the significantly differentiated academic, social emotional, and college and career readiness skill needs of our students.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	495,500.00	545,317.00	495,500.00	676,557.00	679,321.00	1,851,378.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	3,000.00	4,730.00	3,000.00	26,000.00	26,000.00	55,000.00
FYS Grant	151,000.00	162,330.00	151,000.00	153,741.00	156,505.00	461,246.00
Other	0.00	22,864.00	0.00	0.00	0.00	0.00
Supplemental	333,500.00	244,814.00	333,500.00	488,816.00	488,816.00	1,311,132.00
Supplemental and Concentration	0.00	500.00	0.00	0.00	0.00	0.00
Title I	0.00	98,829.00	0.00	0.00	0.00	0.00
Title II	4,000.00	11,250.00	4,000.00	4,000.00	4,000.00	12,000.00
Title III	4,000.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	495,500.00	545,317.00	495,500.00	676,557.00	679,321.00	1,851,378.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	138,500.00	169,829.00	138,500.00	206,116.00	206,116.00	550,732.00
2000-2999: Classified Personnel Salaries	117,086.00	167,685.00	117,086.00	198,727.00	200,706.00	516,519.00
3000-3999: Employee Benefits	50,014.00	2,500.00	50,014.00	49,814.00	50,599.00	150,427.00
4000-4999: Books And Supplies	38,000.00	43,062.00	38,000.00	59,000.00	59,000.00	156,000.00
5000-5999: Services And Other Operating Expenditures	16,500.00	34,741.00	16,500.00	13,500.00	13,500.00	43,500.00
5800: Professional/Consulting Services And Operating Expenditures	132,800.00	126,683.00	132,800.00	146,800.00	146,800.00	426,400.00
5900: Communications	2,600.00	817.00	2,600.00	2,600.00	2,600.00	7,800.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	495,500.00	545,317.00	495,500.00	676,557.00	679,321.00	1,851,378.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	138,500.00	71,000.00	138,500.00	206,116.00	206,116.00	550,732.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	98,829.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	11,000.00	11,000.00	22,000.00
2000-2999: Classified Personnel Salaries	FYS Grant	97,086.00	147,685.00	97,086.00	99,027.00	101,006.00	297,119.00
2000-2999: Classified Personnel Salaries	Supplemental	20,000.00	20,000.00	20,000.00	88,700.00	88,700.00	197,400.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	FYS Grant	40,014.00	0.00	40,014.00	40,814.00	41,599.00	122,427.00
3000-3999: Employee Benefits	Supplemental	10,000.00	2,500.00	10,000.00	9,000.00	9,000.00	28,000.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	15,000.00	15,000.00	30,000.00
4000-4999: Books And Supplies	FYS Grant	6,500.00	7,181.00	6,500.00	6,500.00	6,500.00	19,500.00
4000-4999: Books And Supplies	Supplemental	31,500.00	35,881.00	31,500.00	37,500.00	37,500.00	106,500.00
5000-5999: Services And Other Operating Expenditures	Base	3,000.00	4,730.00	3,000.00	0.00	0.00	3,000.00
5000-5999: Services And Other Operating Expenditures	FYS Grant	2,000.00	5,147.00	2,000.00	2,000.00	2,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	22,864.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	11,500.00	1,500.00	11,500.00	11,500.00	11,500.00	34,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	500.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	FYS Grant	2,800.00	1,500.00	2,800.00	2,800.00	2,800.00	8,400.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	122,000.00	113,933.00	122,000.00	136,000.00	136,000.00	394,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	4,000.00	11,250.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	4,000.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
5900: Communications	FYS Grant	2,600.00	817.00	2,600.00	2,600.00	2,600.00	7,800.00

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

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	150,500.00	209,553.00	150,500.00	241,116.00	241,116.00	632,732.00
Goal 2	184,000.00	163,434.00	184,000.00	271,700.00	271,700.00	727,400.00
Goal 3	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	30,000.00
Goal 4	151,000.00	162,330.00	151,000.00	153,741.00	156,505.00	461,246.00

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