

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

Introduction:

LEA: Yolo County Office of Education **Contact (Name, Title, Email, Phone Number):** Dr. Ronda Adams, Associate Superintendent Educational Services, ronda.adams@ycoe.org, 530-668-3770; **Fiscal contact, Adiministrative Services** 530-668-6700 **LCAP Year:** 2014-2015, 2015-2016, 2016-2017

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

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

Involvement Process	Impact on LCAP
<p>The process used to engage parents, students, and the community in the understanding of LCFF (Local Control funding Formula) and LCAP (Local Control Accountability Plan) development consisted of a series of meetings that :</p> <ol style="list-style-type: none"> 1. Oriented stakeholders in the LCFF & LCAP requirements and process 2. Discussed the need to address the 10 State Priority Areas 3. Shared data and engaged participants in providing recommendations i.e. suspension rates, attendance rates, graduation rates, California Health Kids survey results 4. Prioritized recommendations 5. Shared prioritized data findings and recommendations 6. Presented the draft LCAP for YCOE management input 7. Submitted the final draft LCAP to the Yolo County School Board, Superintendent and public at a public meeting for information and input 8. Submitted final LCAP at June Board meeting for Board approval <p>Stakeholder members involved: parents, school district representatives, community agencies, law enforcement agency representatives, YCOE employees, students, and local bargaining unit representatives. (See attached form: Stakeholder Engagement Summary)</p> <p>Yolo County instituted an YCOE Core LCAP Team consisting of the</p>	<p>THE OVERALL IMPACT FOR ENGAGED STAKEHOLDERS WAS THAT STAKEHOLDERS:</p> <ul style="list-style-type: none"> - Demonstrated a better understanding of what Local Control Funding Formula and Local Control Accountability requirements are - Through collaborative dialogue, learned how different aspects of education align to the 10 State Priority Areas - Learned which subgroups are being prioritized for increased or improved services and how state funding is allocated for base, supplemental, and concentrated services - Received an analysis of our YCOE alternative education program’s overall student data and site specific student data and how it relates to the 10 state priority areas - Used the 10 State Priority Areas as a guideline to recommend which current services should be improved or increased - Prioritized their top five recommendations regarding improved or increased services. - Provided recommendations that were compiled and graphed resulting in a set of recommendations for increased or improved services <p>PRIORITIZED INCREASED OR IMPROVED SERVICES RECOMMENDED FROM STAKEHOLDER AND INCORPORATED INTO LCAP:</p> <ul style="list-style-type: none"> • Para educators - both Midtown sites and the Dan Jacobs site should have Para-educators to increase instructional support and student achievement. The Para-educator at Dan Jacobs should be a Spanish speaking Para-educator to support ELL students (predominantly Spanish speaking) and compliment the special education para educator’s services. • Case management – provide transition and support services for students in all of the YCOE court/community school sites; serve as the intermediary between the student’s home, YCOE court/community schools, special education as appropriate and the next educational placement. • Mental Health and Substance Abuse Counseling services- contracted services with Communicare

Involvement Process	Impact on LCAP
<p>following representatives: Associate Superintendent of Educational Services, Director of English Learner Services, Principal of Alternative Education, Homeless/Foster Youth Specialist, Compliance/Support Services Coordinator and CSBS Business Director. The Core LCAP Team led the stakeholder engagement process and maintained an LCFF/LCAP Website with updated stakeholder information and online survey access for stakeholder input. The process meets <i>Education Code 52062, 52063, 52068, 52069, and 47606.5</i> requirements for engagement. Stakeholders were included in the LEA’s process in a timely manner allowing for engagement in the development of the LCAP via the following timeline:</p> <ol style="list-style-type: none"> 1) Stakeholder Engagement (Jan.-Feb.) Conduct series of informational meetings that included qualitative and quantitative student data supporting 10 State Priority Areas (See attached form: Stakeholder Engagement Summary) <ol style="list-style-type: none"> a) Develop LCFF/LCAP Website on YCOE Webpage: http://www.ycoe.org/cms/page_view?d=x&pii_d=&vpid=1393412651983 with information and survey link for input and recommendations: https://docs.google.com/a/ycoe.org/forms/d/1ul46sRqW6WbSzKgpEZQcc9PxtKfARfiB3NcxoVhAcYc/viewform 2) Needs Analysis (Feb. – Mar.) <ol style="list-style-type: none"> a) Conduct sessions for input and recommendations b) Conduct analysis of the stakeholder recommendations for increased and improved services 3) Draft LCAP (March-April) 	<ul style="list-style-type: none"> • Probation Officer for Woodland campus- fund at 50% of 180 day school calendar • Career Technical Education- increased CTE instruction and preparation at all four school sites • Dean of Students- provide student support services for safety and increase student and parent engagement through youth development and restorative justice practices • Restorative Justice training and implementation in 2014-2015 and implementation funds for 2015-2017 • Trauma Informed Care training in 2014-2015 and implementation funds for 2015-2017 • English Learner Support – fund 30 days: 10 days EL professional development/ coaching for alternative education teachers at all sites; and 20 days technical support for YCOE LCAP development, monitoring and evaluation of annual goals. <p>THE COMMENTS FROM INDIVIDUAL STAKEHOLDER GROUPS ARE LISTED BELOW:</p> <p>ALTERNATIVE EDUCATION STUDENTS: Current services should continue with classes such as ceramics, photography, music, mixing, instruments, DJ, and fieldtrips. Students would like to see more teachers instead of on-line courses, no community college classes, continue with tutors and bring back the former secretary “Lupita.” For future Increased or Improved services, students recommended more teachers, a change in the scheduling of classes, more fieldtrips, improve the lunch program, add a breakfast program, more arts and ceramic classes, as well as a yearbook class.</p> <p>CAFÉ & PARENT GROUP: Because of the low turnout of parents in our Alternative Education programs we reached out to a community run parent group known as CAFÉ (Community Advocates For Education). Also, we held a parent meeting at the school, where eight parents attended. All were parents of English Learners. In addition, home visitations were conducted. The biggest impact was hearing their request for more support for English learners so that students could reclassify faster and more schools that provide dual language instruction. For Increased or Improved services, parents wanted increased services for counseling (case-management) of parents and students and implementation of restorative justice programs.</p> <p>DELAC: DELAC meetings take place at Yolo County Juvenile Detention Facility’s (JDF) administrative conference room. At this meeting, the guardian for detained immigrant and EL students is the</p>

Involvement Process	Impact on LCAP
<p>a) Incorporate stakeholder recommendations for services aligned with 10 State Priorities and YCOE Goals</p> <p>b) Submit stakeholder recommendations to business office for cost analysis</p> <p>4) Submit Draft LCAP to stakeholders & YCOE School Board for public input (May - June)</p> <p>5) Submit Final LCAP to YCOE School Board for approval (June)</p> <p>6) Submit approved LCAP to CDE State Board (July, 2014)</p> <p>As described in the above timeline, stakeholders were included in the LEA's process in a timely manner. Stakeholders were provided opportunities to engage in the initial information sessions, recommendation process, and final revisions prior to submittal for YCOE Board approval. The information we used was both quantitative and qualitative. Presentations provided quantitative data around needs as related to the 10 State Priority Areas. Stakeholder interaction through both dialogue and survey's provided qualitative recommendations based on identified student needs.</p>	<p>JDF Superintendent, since all students are wards of the court and under the superintendent's custody. DELAC meetings take place at Dan Jacobs where we have the largest concentration of EL students. Recommendations for current services were to continue working together aligning discipline procedures and maintaining open communication. For Increased or Improved services, the recommendations were to have staff, both teachers and para-educators, that are bilingual (Spanish preferred) to bridge and build direct instruction connections for second language learners and to hire teachers that are dual credentialed (regular and special education). Another Increased service recommendation was to provide GED and CAHSEE test preparation for students as appropriate. The team asked to increase the menu of Career Technical Education courses that are provided in Dan Jacobs. Finally, a recommendation was made to Improve ways for detained students to earn transferrable credits and complete community service hours.</p> <p>KEEPING KIDS IN SCHOOL: This is a working group initiated through the Chief Justice of the State of California and State Superintendents of Schools with the following representatives: Yolo County District's Attorney's Office, Yolo County Public Defender's Office, Yolo County Probation Department, Yolo County Department of Alcohol, Drug and Mental Health, Yolo County CASA, Yolo County Department of Employment and Social Services, Yolo County Juvenile Court, Yolo County School Districts, and Yolo County Foster Youth Services. The impacts of this group's recommendations for current services were to limit independent study, and use only when absolutely necessary, and to place students in working groups with age appropriate peers. In regards to Increased or Improved Services, recommendations were to employ a mental health clinician on campus to provide individual clinical services while acting as case manager to assist students and families. Provide training for staff regarding Trauma Informed Care and Restorative Justice models so that these methods can be implemented in YCOE Alternative Schools. Finally, improve Career Technical Education instruction that leads to internships or employment opportunities.</p> <p>YTAC: The Yolo Truancy Abatement Committee (YTAC) is a working group representing public and private non-profit organizations initiated by the Yolo County District's Attorney's Office. Included are representatives from: Yolo County Public Defender's Office, Yolo County Probation Department, Yolo County Department of Alcohol, Drug and Mental Health, Yolo County Department of Employment and Social Services, Yolo County and Cities' Law Enforcement Agencies, and Yolo County School Districts' Student Services. Their recommendations for Current Services were to maintain communication with school districts</p>

Involvement Process	Impact on LCAP
	<p>on all enrolled students in YCOE Alternative Education programs and ensure that students returning from YCOE programs are prepared to return to their home schools. For Increased or Improved Services, they would like to see Restorative Justice models implemented in YCOE Alternative Education Schools.</p> <p>ALTERNATIVE EDUCATION CLASSIFIED & CERTIFICATED STAFF & BARGAINING UNIT REPRESENTATIVES: YCOE staff's recommendations for Current Services centered on the need to continue with mental health counseling, campus security, tutoring, case management and transition services. Staff would like to see Increased services via fieldtrips for career and college readiness, a Science teacher, and training in "Why Try?" approaches to support expelled and at-risk youth. Staff would like to see improved services through para-educators to help students during class time due to the high need for individual academic and social-emotional support.</p> <p>CORE LCAP TEAM: The CORE LCAP Team analyzed all plans, reports, and data available to see where the alignments and gaps were in current services. Data findings were aligned with goals and services recommended from stakeholders.</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Williams facility inspections Teacher assignments and credentials Student standards-aligned instructional materials Coordinate services for foster youth and expelled youth including sharing information with: county child welfare, juvenile court system, and	1. Provide a structured environment in collaboration with other county agencies which improves student: attendance, emotional health, social adjustment and successful reintegration* to regular school and community settings using acceptable civic and social behaviors.	ALL	ALL *Midtown *Dan Jacobs		- 100% of facilities will meet facility inspection criteria - 90% of teachers assigned with proper credentials - 100% of students will have standards-aligned instructional materials - 100% of foster youth in court community schools will receive coordinated services	- 100% of facilities will meet facility inspection criteria - 90% of teachers assigned with proper credentials - 100% of students will have standards-aligned instructional materials - 100% of foster youth in court community schools will receive coordinated services	- 100% of facilities will meet facility inspection criteria - 90% of teachers assigned with proper credentials - 100% of students will have standards-aligned instructional materials - 100% of foster youth in court community schools will receive coordinated services	Conditions of Learning: - 1-Basic Services - 9-Expelled pupils - 10-Foster Youth Engagement: - 3-Parent Involvement - 5-Pupil Engagement - 6-School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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transfer of health and education records								
Suspension rates					- Reduction of Suspensions by 5%	- Reduction of Suspensions by 3%	- Reduction of Suspensions by 3%	
Chronic absenteeism and attendance rates					- Improve Attendance rate by 1%	- Improve Attendance rate by 1%	- Improve Attendance rate by 1%	
Low Enrollment at Einstein Education Center (EEC)					- Increase enrollment at EEC by 10%	- Increase enrollment at EEC by 10%	- Increase enrollment at EEC by 10%	
Increase EEC high school graduation rates					- Increase high school graduation at EEC by 3%	- Increase high school graduation at EEC by 3%	- Increase high school graduation at EEC by 3%	
California Healthy Kids Survey results					- Qualitative & Quantitative	- Qualitative & Quantitative	- Qualitative & Quantitative	

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Middle School and High School Dropout rates Mental Health Services Report Meeting Transition Requirements – Summary Report Including academic goals: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education,(no driver's education)					Services Report by Counselor, Clinician & Case-Manager Summary Report of Transition Requirements Met via (Checklists of items met in each student's transition plan.	Services Report by Counselor, Clinician & Case-Manager Summary Report of Transition Requirements Met via (Checklists of items met in each student's transition plan.	Services Report by Counselor, Clinician & Case-Manager Summary Report of Transition Requirements Met via (Checklists of items met in each student's transition plan.	

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Teacher safety surveys parent surveys parent participation in decision making					- Increased parent input - Increased sense of safety at the teacher, parent, and student level	- Increased parent input - Increased sense of safety at the teacher, parent, and student level	- Increased parent input - Increased sense of safety at the teacher, parent, and student level	
Teacher assignment and credentials Student standards-aligned instructional materials Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation	2. Assist students in developing and implementing both short and long term individualized plans focused on : - Academic achievement - social/emotional development - career planning	ALL ALL ALL ALL	ALL ALL ALL ALL		90% of teacher assignments will have appropriate credentials 100% of students will have standards-aligned instructional materials 100% of student will have access to/enrollment in a broad course	100% of teacher assignments will have appropriate credentials 100% of students will have standards-aligned instructional materials 100% of student will have access to/enrollment in a broad course		Conditions of Learning: - 1- Basic Services - 2-Implementation of State Standards - 7-Course Access - 9-Expelled pupils - 10-Foster Youth Pupil Outcomes: - 4-Pupil

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Science Standards (NGSS) and English Language Development (ELD) Standards Student access to/enrollment in a broad course of study (no drivers education available) Coordinate instruction of expelled pupils pursuant to EC 48926 Coordinate services for				of study Coordinate instruction of 100% of expelled pupils enrolled in YCOE court/community schools Coordinate instruction of	of study Coordinate instruction of 100% of expelled pupils enrolled in YCOE court/community schools Coordinate instruction of	Coordinate instruction of 100% of expelled pupils enrolled in YCOE court/community schools Coordinate instruction of	Achievement - 8-Other Pupil Outcomes	

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foster youth including sharing information with: county child welfare, juvenile court system, and transfer of health and education records California English Language Development Test (CELDT) Annual Measureable Achievement Objective (AMAO) 2- ELs that become English proficient					100% of foster youth enrolled in YCOE court/community schools The ILP will have goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	100% of foster youth enrolled in YCOE court/community schools The ILP will have goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	100% of foster youth enrolled in YCOE court/community schools The ILP will have goals with assessment indicator growth metrics that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates	

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English learner reclassification rate (RFEP) Quick Initial Assessment (QIA) Standardized State tests, and Academic Performance Index (API)(EAP and AP exams not administered) CTE sequence of courses (A-G requirement not applicable) ILP (Individualized								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Learning Plan) with indicators tied to: credits earned in: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education,(no driver's education) - positive behavior choices (reduced suspensions, increased attendance, and award certificates earned)								

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
- Work Ready Certificate competencies completed - English Learner academic support - Foster Youth academic support								
Suspension rates No expulsion rates (program does not expel) Attendance rates Chronic absenteeism rates Middle school dropout	3. Minimize suspensions by providing a structured positive environment and engaging instructional program based on effective youth development principles.	ALL	ALL		- Reduction of Suspensions by 5% - Improve Attendance rate by 1% - Decrease dropout rates in middle and high	- Reduction of Suspensions by 5% - Improve Attendance rate by 1% - Decrease dropout rates in middle and high	- Reduction of Suspensions by 5% - Improve Attendance rate by 1% - Decrease dropout rates in middle and high	Pupil Outcomes: - 8-Other Pupil Outcomes Engagement: - 3-Parent Involvement - 5-Pupil Engagement - 6-School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
High School dropout rates High School graduation rates ILP (Individualized Learning Plan) w/ indicators as listed previously Parent participation/ Surveys Youth Development Network data				school - Increase high school graduation rates at EEC - ILP Summary Report of indicators achieved - Parent input data - Youth Development Network data	school - Increase high school graduation rates at EEC - ILP Summary Report of indicators achieved - Parent input data - Youth Development Network data	school - Increase high school graduation rates at EEC - ILP Summary Report of indicators achieved - Parent input data - Youth Development Network data		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Teacher assignment and credentials</p> <p>Facilities maintained</p> <p>Student standards-aligned instructional materials</p> <p>Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language</p>	<p>4. Provide an instructional program that prepares students with 21st century college and career readiness skills</p>	<p>ALL</p>	<p>ALL</p>	<p>90% of teacher assignments will have appropriate credentials</p> <p>100% of facilities maintained</p> <p>100% of students will have standards-aligned instructional materials</p> <p>Standards implemented in 100% of classrooms</p>	<p>90% of teacher assignments will have appropriate credentials</p> <p>100% of facilities maintained</p> <p>100% of students will have standards-aligned instructional materials</p> <p>Standards implemented in 100% of classrooms</p>	<p>90% of teacher assignments will have appropriate credentials</p> <p>100% of facilities maintained</p> <p>100% of students will have standards-aligned instructional materials</p> <p>Standards implemented in 100% of classrooms</p>	<p>Conditions of Learning:</p> <ul style="list-style-type: none"> - 1-Basic Services - 2-Implementation of Standards - 7-Course Access <p>Pupil Outcomes:</p> <ul style="list-style-type: none"> - 4-Pupil Achievement - 8-Other Pupil Outcomes <p>Engagement:</p> <ul style="list-style-type: none"> - 5-Pupil Engagement 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Development (ELD) Standards</p> <p>Student access to/enrollment in a broad course of study (AP courses not applicable) Career Technical Education cluster of study</p> <p>English Learner reclassification rate</p> <p>AMAO 2-ELs State Assessments: - CAHSEE - SBAC - CELDT</p>					100% of student will have access to/enrollment in a broad course of study State Assessments: - CAHSEE: 5% increase in Passing - SBAC: baseline data - CELDT: 1/2 Level Growth	100% of student will have access to/enrollment in a broad course of study State Assessments: - CAHSEE: 5% increase in Passing - SBAC: target state performance measure - CELDT: 1/2 Level Growth	100% of student will have access to/enrollment in a broad course of study State Assessments: - CAHSEE: 5% increase in Passing - SBAC: target state performance measure - CELDT: 1/2 Level Growth	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Local Assmts: - STAR in ELA/Math - Performance Rubrics</p> <p>- ILP w/ indicators as previously listed</p> <p>OTHER: - Graduation Rate - Drop-out Rate</p>				<p>Local Assmts: - STAR: 10% growth - Performance Rubrics: Growth to Proficient must be "Evidenced" or "Met" in all areas.</p> <p>ILP with indicators</p> <p>OTHER: - Graduation Rates increase by 5% at EEC - Drop-out Rates decrease by 5%</p>	<p>Local Assmts: - STAR: 10% growth - Performance Rubrics: Growth to Proficient must be "Evidenced" or "Met" " in all areas.</p> <p>ILP with indicators</p> <p>OTHER: - Graduation Rates increase by 5% at EEC - Drop-out Rates decrease by 5%</p>	<p>Local Assmts: - STAR: 10% growth - Performance Rubrics: Growth to Proficient must be "Evidenced" or "Met" " in all areas.</p> <p>ILP with indicators</p> <p>OTHER: - Graduation Rates increase by 5% at EEC - Drop-out Rates decrease by 5%</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Reporting of annual progress made on identified metrics Seek parent input and promote parent engagement for unduplicated students and special needs subgroups Stakeholder survey on quality of services	Goal #5: Evaluate and revise YCOE LCAP annually with stakeholder engagement	ALL	ALL		YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services	YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services	YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services	Conditions of Learning: Engagement: - 3-Parent Involvement

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
<p>Goal #1: Provide a structured environment in collaboration with other county agencies which improves student: attendance, emotional health, social adjustment and successful reintegration* to regular school and community settings using acceptable</p>	<p>Conditions of Learning: 1-Basic 2-Implement State Standards 7-Course Access 9-Expelled pupils 10-Foster Youth Pupil Outcomes: 8-Other Pupil Outcomes Engagement: 3-Parent Involvement 5-Pupil Engagement 6-School Climate</p>	<p>ACTION #1 Effective Implementation and Monitoring: Program implementation will engage parents/community members and provide each student with a seamless 7- 12th grade experience aligned to the Common Core State Standards and prepare student for college and career. SERVICES PROVIDED BY: - Case Manager Transition Liaison (one year contract) - Communicare Counselor (one year contract) - Special Education RSP support (ongoing) ACTION#1A:Help students prepare to transition back to their home schools or use Einstein Education Center as their pathway to career or college. SERVICES PROVIDED BY: - Case-Management Transition</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>Dan Jacobs and Midtown sites</p> <p>LEA-wide</p>		<p>\$313,122 Title I Unrestricted Special Education</p> <p>included above (one year contract)</p>	<p>\$241,870 Title I Unrestricted Special Education</p> <p>\$0</p>	<p>\$241,870 Title I Unrestricted Special Education</p> <p>\$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
civic and social behaviors.		<p>Liaison</p> <p>ACTION#1B: Implementation and Program effectiveness will be monitored on a regular basis utilizing data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists, annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well maintained learning environment) including the core components of Implementation Science.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - School Principal - Dean of Students - Williams Compliance Coordinator - Williams Support Operations Services Director <p>Data will be shared with school board and stakeholders every November, annually.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>\$184,014</p> <p>Unrestricted</p> <p>Title IA</p>	<p>\$184,014</p> <p>Unrestricted</p> <p>Title IA</p>	<p>\$184,014</p> <p>Unrestricted</p> <p>Title IA</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		<p>ACTION#1C: Fully implement the use of the student information system and assessment management system district-wide and at each site.</p> <p>SERVICES:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System - AERIES student system 	LEA-wide				
		<p>ACTION#1D: Continue to provide professional development and support on the student information and assessment management systems. Provide beginning, intermediate and advanced levels of workshops at the district level and individualized sessions, as needed on a site-by-site basis.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - AERIES Data Reporting System 	LEA-wide		\$72,614 unrestricted	\$68,114 unrestricted	\$68,114 unrestricted
			LEA-wide		\$700 unrestricted	\$700 unrestricted	\$700 unrestricted
Goal #2: Assist students in	Conditions of	ACTION #2 Increase Student Engagement & Establishing					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
developing and implementing both short and long term individualized plans focused on : - credits required for graduation - social-emotional adjustment - character traits - work-ready skills - career & college ready skills	Learning: - 2- Implementation of State Standards - 7-Course Access - 9-Expelled pupils - 10-Foster Youth Pupil Outcomes: - 4-Pupil Achievement - 8-Other Pupil Outcomes Engagement: - 3-Parent Involvement - 5-Pupil Engagement 6-School Climate	Conditions for Learning: YCOE Alternative Education Programs will increase “ <i>Student Engagement</i> ” by developing and using Individualized Learning Plans (ILP) that will provide feedback to student, teachers and parents on the student’s progress in the following areas: - credit towards graduation - social-emotional adjustment - career & college ready skills SERVICES: Develop and implement ILP Form The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. SERVICES PROVIDED BY: Consultations from: - 2 Self-Contained Teachers - 1 ELA Teacher & 1 Math Teacher - 1 CTE teacher	LEA-wide Midtown I & 2 Einstein EEC		\$2,000 unrestricted \$258,432 unrestricted Title ID Included in page 31	\$2,000 unrestricted \$258,432 unrestricted Title ID Included in page 31	\$2,000 unrestricted \$258,432 unrestricted Title ID Included in page 31

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		<ul style="list-style-type: none"> - 1 RSP Teacher - Case-Management Transition Liaison - Parents - Counselor - Dean of Students - Principal - Probation Officer - Foster Youth Liaison <p>ILPs will be used to provide student and stakeholder’s feedback, recognition and opportunities to make revisions for student success which in turn will reduce Truancy and Suspension rates.</p> <p>SERVICES: Incentives for Recognitions</p>			<p>Included in page 25</p> <p>Included in page 25</p> <p>\$0</p> <p>Included in page 25</p> <p>Included in page 26</p> <p>Included in page 26</p> <p>Included in page 26</p> <p>Included in page 35</p> <p>Included in page 37</p> <p>\$3,000 unrestricted</p>	<p>Included in page 25</p> <p>Included in page 25</p> <p>\$0</p> <p>Included in page 25</p> <p>Included in page 26</p> <p>Included in page 26</p> <p>Included in page 26</p> <p>Included in page 35</p> <p>Included in page 37</p> <p>\$3,000 unrestricted</p>	<p>Included in page 25</p> <p>Included in page 25</p> <p>\$0</p> <p>Included in page 25</p> <p>Included in page 26</p> <p>Included in page 26</p> <p>Included in page 26</p> <p>Included in page 35</p> <p>Included in page 37</p> <p>\$3,000 unrestricted</p>
<p>Goal #3: Minimize suspensions by providing a structured positive</p>	<p>Conditions of Learning:</p> <ul style="list-style-type: none"> - 9-Expelled pupils - 10-Foster Youth 	<p>ACTION #3 Increasing Student Engagements: YCOE Alternative Education Programs will increase “<i>Student Engagement</i>” by focusing on youth development and approach student learning with a</p>					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
environment and engaging instructional program based on effective youth development principles.	Pupil Outcomes: - 8-Other Pupil Outcomes Engagement: - 3-Parent Involvement - 5-Pupil Engagement - 6-School Climate	“growth mindset” that will reduce Truancy and Suspension rates. SERVICES: Professional Development in: - Youth Development Network - 40 Developmental Assets - Diploma Plus (4 Pillars)	LEA-WIDE LEA-wide LEA-wide Einstein		\$11,000 Title I	\$11,000 Title I	\$11,000 Title I
Goal #4 Provide an instructional program that prepares students with 21 st century college and career readiness skills	Conditions of Learning: - 1-Basic - 2-Implementati on of Standards - 7-Course Access - 9-Expelled pupils - 10-Foster Youth Pupil Outcomes: - 4-Pupil Achievement	ACTION #4: Increase Proficiency in Reading/ELA & Mathematics: By August (and each year thereafter), the percentage of all students (including English learners, students with disabilities, socioeconomically disadvantaged, and Latino) scoring at proficiency and above will increase according to the “safe-harbor” targets (one student) as measured by the reading/language arts portion of the Smarter-Balanced Assessment. SERVICES PROVIDED BY: - 2 Self-Contained Teachers - 1 ELA & 1 Math Teacher	Midtown 1 & 2 Einstein		Included on page 28	Included on page 28	Included on page 28

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
	<ul style="list-style-type: none"> - 8-Other Pupil Outcomes Engagement: - 3-Parent Involvement - 5-Pupil Engagement 6-School Climate 	<ul style="list-style-type: none"> - Substitutes for CCSS Teacher Curriculum Development - Curriculum Consultant Support for curriculum development & Data Driven Decision-Making Process through Diploma Plus <p>ACTION #4A: Develop technical skills via Career Technical Education during the school day and/or after school that may lead to internship or employment opportunity required for the 21st Century career and college readiness work skills.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> .4 CTE Teacher Dan Jacobs School .4 CTE Teacher EEC 	<p>LEA- wide</p> <p>LEA-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>\$1,000 unrestricted</p> <p>\$7,000 unrestricted</p> <p>\$58,156 unrestricted</p> <p>Title ID</p>	<p>\$0</p> <p>\$0</p> <p>\$58,156 unrestricted</p> <p>Title ID</p>	<p>\$0</p> <p>\$0</p> <p>\$58,156 unrestricted</p> <p>Title ID</p>
Goal #5: Evaluate and revise YCOE LCAP annually with stakeholder engagement	<p>This goal meets the following State Priority Areas:</p> <p>Conditions of Learning:</p> <ul style="list-style-type: none"> 1-Basic <p>Pupil Outcomes:</p> <ul style="list-style-type: none"> 4-Pupil Achievement 8-Other Pupil 	<p>ACTION #5: Educational Services will provide technical support in the LCAP development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually.</p> <p>SERVICES PROVIDED BY:</p> <p>Technical Support 16 days</p>	<p>LEA-wide</p>		<p>\$9,758 unrestricted</p>	<p>\$9,758 unrestricted</p>	<p>\$9,758 unrestricted</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
	Outcomes Engagement: 3-Parent Involvement 5-Pupil Engagement 6-School Climate						

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #4 Provide an instructional program that prepares students with 21st century college and career readiness skills</p>	<p>Conditions of Learning: 1-Basic 2-Implementation of Standards 7-Course Access 9-Expelled pupils 10-Foster Youth Pupil Outcomes: 4-Pupil Achievement 8-Other Pupil Outcomes Engagement: 3-Parent Involvement 5-Pupil Engagement 6-School Climate</p>	<p>ACTION #4A: Develop technical skills via Career Technical Education during the school day and/or after school that may lead to internship or employment opportunity required for the 21st Century college and career readiness skills. CONCENTRATED: Priority Level of Support: - Low Income - Expelled Youth - Foster Youth - English Learners</p>	<p>School-wide Dan Jacobs, Midtown 1, Einstein Education Center</p>		<p>\$28,080 unrestricted</p>	<p>\$28,080 unrestricted</p>	<p>\$28,080 unrestricted</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #4 Provide an instructional program that prepares students with 21 st century college and career readiness skills	Conditions of Learning: 1-Basic 2-Implementation of Standards 7-Course Access 9-Expelled pupils 10-Foster Youth Pupil Outcomes: 4-Pupil Achievement 8-Other Pupil Outcomes	ACTION #4B: Increase language and academic proficiency for High CONCENTRATED: Priority Students: 1) English Learners 2) Redesignated ELs 3) Low Income 4) Foster Youth	Einstein		Establish an "Education Learning Center" Providing academic tutoring support \$7,000 Title IA	Providing academic tutoring support \$5,000 Title IA	Providing academic tutoring support \$5,000 Title IA
		Provide targeted social & academic Tutoring and Mentoring support for Einstein Students in class and outside of class Provide targeted social & academic Tutoring and Mentoring support for Midtown & Dan Jacobs students in the self-contained classrooms	Midtown 1 & 2 Dan Jacobs		Employ 2 Para-Educators at the Midtown sites \$42,884 unrestricted	Add an additional para educator at Dan Jacobs site \$74,935 unrestricted	\$74,935 unrestricted

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #3: Minimize suspensions by providing a structured positive environment and engaging instructional program based on effective youth development principles.</p>	<p>Conditions of Learning: 9-Expelled pupils 10-Foster Youth</p> <p>Pupil Outcomes: 8-Other Pupil Outcomes</p> <p>Engagement: 3-Parent Involvement 5-Pupil Engagement 6-School Climate</p>	<p>ACTION #3: Increase Student Engagement: YCOE Alternative Education Programs will increase “<i>Student Engagement</i>” by focusing on implementation of youth developmental assets</p> <p>INCREASED SERVICES: Priority Level of Support: 1) Expelled Youth 2) Low Income 3) Foster Youth</p> <p>Provide a 50% probation officer for 180 school days to engage with students and support restorative justice principles</p> <p>Provide a 1.0 FTE Dean of Students to provide a</p>	<p>Einstein Education Center and Midtown 1</p> <p>LEA-wide</p>		<p>Provide a 50% probation officer for 180 school days \$37,642 Title I D</p> <p>Included on page 25</p>	<p>\$37,642 Title I D</p> <p>Included on page 25</p>	<p>\$37,642 Title I D</p> <p>Included on page 25</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>structured positive environment and engaging instructional program based on effective youth development principles</p> <p>Professional Development: - Restorative Justice</p> <p>Provide a 1.0 FTE Case-Manager Transition Liaison to help students prepare to transition back to their home schools or use Einstein Education Center as their pathway to career or college. (one year position to set up system with new Dean)</p>	LEA-wide		<p>Level 1 Restorative Justice positive behavior intervention training \$7,000 Title I D</p> <p>Included on page 25</p>	<p>Level 2 Restorative Justice conflict management training \$7,000 Title I D</p> <p>\$0</p>	<p>Level 3 Restorative Justice cultural proficiency training \$7,000 Title I D</p> <p>\$0</p>
Goal #4 Provide an instructional program that prepares students with 21 st century college and career readiness	Conditions of Learning: 1-Basic 2-Implementation of Standards 7-Course Access 9-Expelled pupils 10-Foster Youth	For English learners: Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation (10 days)	LEA-wide		<p>10 days of training and coaching to support new ELD Standards Implementation \$5,941 Title I A</p>	<p>\$5,941 Title I A</p>	<p>\$5,941 Title I A</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
skills	Pupil Outcomes: 4-Pupil Achievement 8-Other Pupil Outcomes						
Goal #1: Provide a structured environment in collaboration with other county agencies which improves student: attendance, emotional health, social adjustment and successful reintegration* to regular school and community settings using acceptable civic and social behaviors.	Conditions of Learning: 2-Implement State Standards 7-Course Access 9-Expelled pupils 10-Foster Youth Pupil Outcomes: 8-Other Pupil Outcomes Engagement: 5-Pupil Engagement 6-School Climate	For foster youth: - Tutoring for foster youth - Foster Youth Liaison provides ongoing trainings and consultation to school level staff on foster youth policy and practice. - Foster Youth Liaison coordinates necessary educational services for foster youth with child welfare agency and juvenile court (see Appendix) Provide Trauma Informed Care professional development to school level staff	LEA-wide LEA-wide LEA-wide		\$106,216 Foster Youth Grant Trauma Informed Care on therapy strategies provided to all	\$106,216 Foster Youth Grant Trauma Informed Care on therapy strategies provided to all	\$106,216 Foster Youth Grant Trauma Informed Care on therapy strategies provided to all

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					staff. \$3,000 unrestricted	staff. \$3,000 unrestricted	staff. \$3,000 unrestricted
Goal #4 Provide an instructional program that prepares students with 21 st century college and career readiness skills	2- Implementation of Standards 7-Course Access 9-Expelled pupils Pupil Outcomes: 4-Pupil Achievement 8-Other Pupil Outcomes	For redesignated fluent English proficient pupils: Provide targeted social & academic Tutoring and Mentoring support for Einstein Students in class and outside of class Provide targeted social & academic Tutoring and Mentoring support for Midtown & Dan Jacobs students in the self-contained classrooms	Einstein Education Center Midtown 1 & 2 Dan Jacobs		“Education Learning Center” Providing academic tutoring support Included on page 33 Employ 2 para educators to provide linguistic & academic mentoring & support Included on page 33	\$0 Add an additional para educator at Dan Jacobs site Included on page 33	\$0 Employ 3 para educators Included on page 33

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

1. The Supplemental/Concentration grant funding for the Alternative Education program amounts to \$269,498
2. YCOE is spending the dollars on efforts to further engage students, improve emotional health of students, increase attendance and sense of safety for students, improve academic and social development, and prepare students for the 21st century including college and career readiness. Integration of new in-house services include increased student case management and student interaction from a Dean of Students, who will also be responsible for increased safety, student & parent engagement and youth development processes. Bilingual para- educator services have been provided to include English Learner support and increased probation officer services will be provided to increase student sense of safety. Additionally CTE education will be expanded; and new software implemented for more intensive analysis of student data/statistics and progress measurement. Continuing services include trauma informed care training, common core implementation, professional development, restorative justice processes and mental substance abuse counseling.
3. Within the Alternative Education program, more than 92% of students are considered Low Income, English Learners and Foster Youth. Therefore, the most effective use of the supplemental/concentration grant funding for students was considered to be for districtwide purposes.

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

The Alternative Education program will increase or improve services by 47% as described throughout this document including by adding the new positions and services mentioned in 3 C above. This will be accomplished further by enhancing the strategy and focus of the program to include more intensive attention to the social/emotional needs of the students including increased parent/teacher engagement, better monitoring of student progress and teacher training. Increased English Learner support will be provided as well as improved tutoring and mentoring for students.

Again, with more than 92% of students considered Low Income, English Learners and Foster Youth, the increased and improved services are being implemented on a districtwide basis.

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