

Introduction:

Executive Summary

The Yolo County Office of Education's (YCOE) Alternative Education Program will be restructured into two YCOE court/ community schools, grades 7-12; with accreditation to offer a high school diploma: Dan Jacobs Court School (DJ) and Cesar Chavez Community School (CCCS). The administrative staffing will be restructured to support the new model and align with YCOE LCAP goals:

1. Provide a structured environment in collaboration with other county agencies

- * Engage parents/community members & provide each student with a seamless 7- 12th grade experience aligned to the Common Core State Standards and career readiness*
- * Help students prepare to transition back to their home schools or use CCCS as their pathway to career or college*
- * Implement and monitor Program effectiveness on a regular basis utilizing student data from multiple sources (Academic Achievement in ELA/Math, Attendance, Truancy and Suspension Rates)*
- * Implement the use of the student information system and assessment management system district-wide and at each site.*

2. Assist students in developing individualized plans

YCOE Alternative Education Programs will increase "Student Engagement" by developing and using Individualized Learning Plans (ILP) that will provide student's progress in the following areas:

- * credit towards graduation*
- * social-emotional adjustment*
- * career & college ready skills*
- * physical education program*

3. Minimize suspensions by providing a structured positive environment and engaging instructional program

- * DJ and CCCS will focus on youth development and approach student learning with a "growth mindset" that will reduce Truancy and Suspension rates.*
- * DJ and CCCS will focus on implementation of Youth Developmental Assets and Restorative Practices.*

4. Instructional Program that prepares students with 21st Century College & Career Readiness Skills

Increase Proficiency in Reading/ELA & Mathematics: (including English learners, students with disabilities, socioeconomically disadvantaged, foster youth, and Latino students)

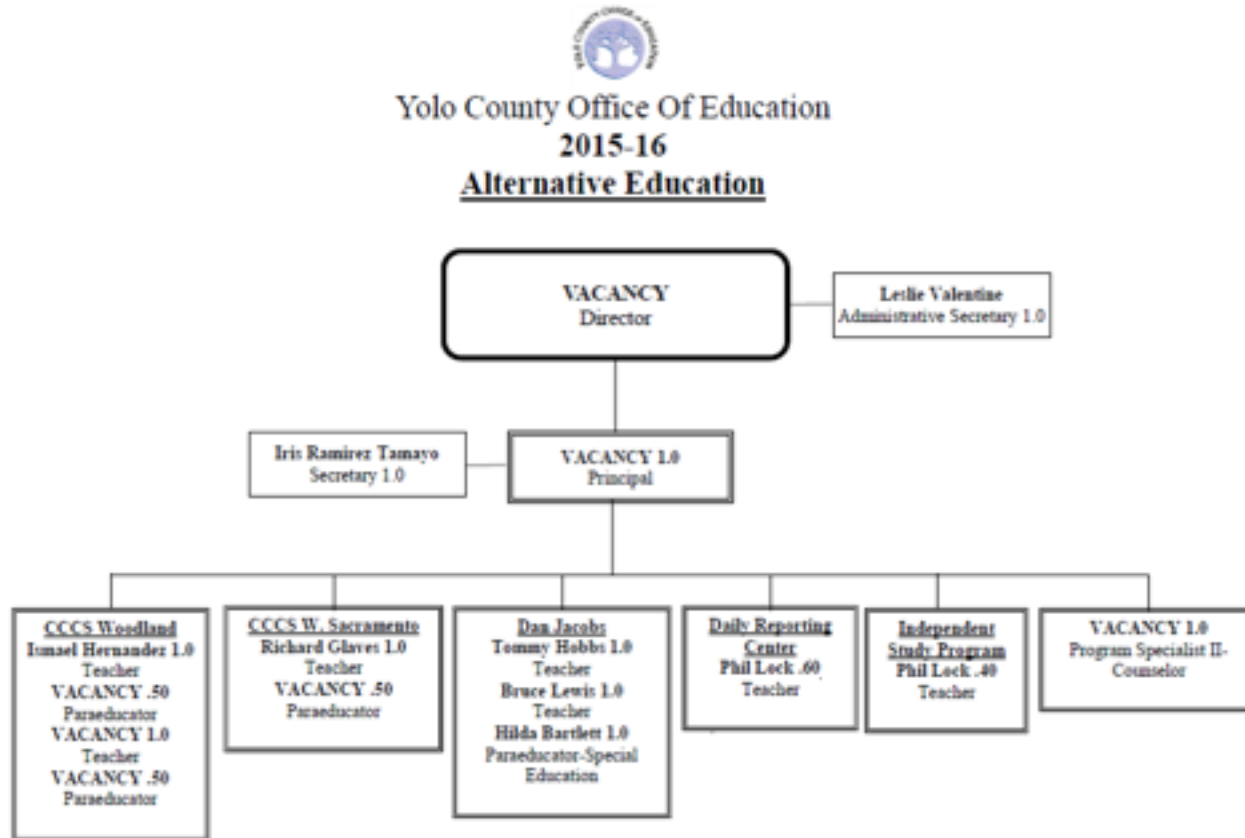
Develop technical skills via Career Technical Education (CTE) that may lead to internship or employment opportunities

Increase language and academic proficiency for Priority Students:

- * English Learners*
- * Re-designated ELs*
- * Low Income*
- * Foster Youth*

Provide targeted social & academic Tutoring and Mentoring support for CCCS and DJ students

Following is the organizational chart showing the planned structure and the Four Essentials of focus that will ensure CCCS will be a place where students can soar.



* CCCS = Cesar Chavez Community School

06/15/2015

Cesar Chavez Community School (CCCS)

Performance-Based System

Curriculum, instruction & assessment are focused on knowledge, skills & understandings

- California Standards-aligned instruction grades 7th – 12th
- Diagnostic Assessment for initial placement and benchmarking progress
- Individualized Education Plans
- WASC accredited Diploma
- GED option for older youth

Supportive School Culture

A positive & supportive school culture ensures school relevance & student engagement

- Evidenced-based practices:
 - Restorative practices
 - Developmental Assets



College and Career Readiness

Transitional experiences are provided for students at all CCCS grades

- Get Focused Stay Focused - dual enrollment
- Services Learning
- Community Service
- Career Technical Education

Effective Supports

External and internal structures support successful implementation & student success

- Parent Engagement
- Behavioral contract with probation
- Mental Health Services
- Business and agency partnerships
- Nutritional Services

Cesar Chavez
Community School

"A Place Where You Can Soar!"

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process 2015-2016	Impact on LCAP
March 11, 2015 YTAC received a rough draft of the 2014-15 Annual Update.	YTAC Members asked to have time to review and send feedback via e-mail.
April 14, 2015 District English Learner Advisory Committee (DELAC) received a draft of the 2014-15 Annual Update.	DELAC requested Physical Fitness be added to <i>Goal #2 Assist students in developing and implementing both short and long term individualized plans.</i>
April 15, 2015 YTAC received an updated draft of the 2014-15 Annual Update	YTAC members did not have additional services to recommend but were interested in next years restructured community school program.
April 27, 2015 Einstein Education Center Parent/Student Meeting received a draft of the 2014-15 Annual Update	Parents and students were interested in next years restructured community school program.
April 27, 2015 YCOE Staff, Bargaining Unit, and Board Meeting received a draft of the 2014-15 Annual Update	Staff, Bargaining Units, and Board members wanted assurance of identical curriculum being available at each site to ensure students' continued progress if they move from one site to another within the Cesar Chavez Community or Dan Jacobs schools.
April 28, 2015 Midtown Parent Meeting received a draft of the 2014-15 Annual Update	Parents requested monthly meetings with staff and administration.

Administrative staff met on the following dates to plan, develop, review information pertaining to the LCAP: January 21, 2015 February 23, 2015 March 3, 12, 20, 27, 2015 April 14, 2015 May 11, 2015	Staff reviewed stakeholder recommendations and integrated the information into the 2015-2016; 2016-2017; and 2017-2018 plans.
May 13, 2015 Keeping Kids in School and Out of Court received the draft of the 2014-15 Annual Update for feedback.	Keeping Kids in School and Out of Court members provided no feedback.

Annual Update: 2014-2015	Annual Update:
October 7, 2014 DELAC received an update of the LCAP progress	The decision was made that the bilingual para-educator at Dan Jacobs would not be hired until the 2015-2016 school year.
October 8, 2014 YTAC received an update of the LCAP progress	
Administrative staff met on the following dates to plan, develop, review information and consider changes to the LCAP: January 21, 2015 February 23, 2015 March 3, 12, 20, 27, 2015 April 14, 2015	
March 11, 2015 YTAC received a rough draft of the 2014-15 Annual Update.	
April 14, 2015 District English Learner Advisory Committee (DELAC) received a draft of the 2014-15 Annual Update.	DELAC reviewed and discussed changes to services for the 2015-16; 2016-17; 2017-18 plans.
April 15, 2015 YTAC received an updated draft of the 2014-15 Annual Update	
April 27, 2015 Einstein Education Center Parent/Student Meeting received a draft of the 2014-15 Annual Update	EEC Students and Parents reviewed and discussed changes to services for the 2015-16; 2016-17; 2017-18 plans.
April 27, 2015 YCOE Staff, Bargaining Unit, and Board Meeting received a draft of the 2014-15 Annual Update	Staff, Bargaining Unit, and Board members reviewed and discussed changes to services for the 2015-16; 2016-17; 2017-18 plans.

April 28, 2015 Midtown Parent Meeting received a draft of the 2014-15 Annual Update	Midtown Parents reviewed and discussed changes to services for the 2015-16; 2016-17; 2017-18 plans.
May 13, 2015 Keeping Kids in School and Out of Court received the draft of the 2014-15 Annual Update for feedback.	Keeping Kids in School and Out of Court reviewed the 14-15 Annual Update for the 2015-16; 2016-17; 2017-18 plans.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?

- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	<p>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.</p>	<p>Related State and/or Local Priorities:</p> <p>1_x 2_x 3_x 4__ 5_x 6_x 7__</p> <p>8__</p> <p>COE only: 9_x 10_x</p> <p>Local : Specify _____</p>
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<p>Identified Need :</p>	<p>Identified Needs:</p> <ul style="list-style-type: none"> • Facilities to meet Williams good/excellent criteria during inspections • All teachers to be assigned with appropriate credentials • Ensure all students have standards-aligned instructional materials • Coordinate services for foster youth and expelled youth including sharing information with: county child welfare, juvenile court system, and transfer of health and education records • Decrease suspension rates using former Dan Jacobs (DJ), Midtown (MT) 1 and Einstein Education Center (EEC) combined suspension rates from 14-15 for baseline. • Address chronic absenteeism and strive for 75% combined attendance rates • Establish graduation rate for DJ and maintain Cesar Chavez Community School (CCCS) using former Einstein Education baseline • Track Middle School and High School Dropout rates • Meet Transition Requirements -Summary Report <ul style="list-style-type: none"> ◦ Including academic goals: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education, (no driver's education) • Conduct California Healthy Kids Survey (CHKS) • Conduct teacher safety surveys • Conduct parent surveys • Increase parent participation in decision making 	
<p>Goal Applies to:</p>	<p>Schools : ALL</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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 (refer to attached appendices) • Reduction of suspensions by 3% at Dan Jacobs (DJ) and Cesar Chavez Community School (CCCS) using the 14-15 baseline for DJ (17%) and combined MT and EEC baseline (22%) for CCCS • Establish a 75% combined attendance rate using 14-15 P-Annual as baseline • Establish high school graduation rate for DJ and maintain CCCS new diploma program at 24% • Qualitative & Quantitative Services Report by Program Specialist/Counselor • Summary Report of Transition Requirements Met from individual student transition plans • Increased parent input on CHKS and monthly meeting participation • Increased sense of safety at the teacher, parent, and student level 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor - Special Education RSP support (ongoing) to students with IEPs. 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$49,944 LCFF County Community School Juvenile Courts</p> <p>\$32,992 Title 1A Other Supplemental Education</p> <p>\$238,920 Special Education Ages 5-22 Non-Severely Disabled</p>
<p>ACTION#1A: Help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Included in Action 1
<p>ACTION#1B: Implementation and Program effectiveness will be monitored on a regular basis</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p>	\$12,949 Title 1A

<p>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 - Williams Compliance Coordinator - Williams Support Operations Services Director <p>Data will be shared with school board and stakeholders every November, annually.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Title IA Other Supplemental Education</p> <p>\$148,716 LCFF County Community School Juvenile Courts Classified and Certificated Supervisor Salaries and Benefits</p>
<p>ACTION#1C: 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 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2,828 Illuminate LCFF County Community School Juvenile Courts</p> <p>\$48,432 Aeries LCFF County Community School Juvenile Courts</p>
<p>ACTION#1D: Continue to provide professional development and support on the student</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/>	<p>\$1500 LCFF</p>

<p>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 for new users.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF County Community School Juvenile Courts</p>
<p>ACTION#1E For foster youth:</p> <ul style="list-style-type: none"> - Foster Youth Liaison provides ongoing county-wide 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) - Foster Youth Liaison will meet individually with each foster youth in court/community schools to determine educational needs - Foster Youth Liaison coordinates supplemental tutoring for foster youth upon request. 	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$107,884 Foster Youth Grant Other Supplemental Education</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of facilities will meet facility inspection criteria • 100% 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 (refer to attached appendices) • Reduction of Suspensions by 2% combined rate • Improve Attendance rate by 1% to 76% combined rate • Increase high school graduation rates in court and community schools by 2% • Qualitative & Quantitative Services Report by Program Specialist/Counselor • Summary Report of Transition Requirements met from individual student transition plans • Increased parent input on CHKS and monthly meeting participation • Increased sense of safety at the teacher, parent, and student level 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>

<p>ACTION #1 Effective Implementation and Monitoring: Program implementation will continue to 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.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor - Special Education RSP support (ongoing) to students with IEPs. 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$49,944 LCFF County Community School Juvenile Courts</p> <p>\$32,992 Title 1A Other Supplemental Education</p> <p>\$238,920 Special Education Ages 5-22 Non-Severely Disabled</p>
<p>ACTION#1A: Ongoing assistance to help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Included in Action 1
<p>ACTION#1B: Implementation and Program</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$12,949</p>

<p>effectiveness will continue to 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 - Williams Compliance Coordinator - Williams Support Operations Services Director <p>Data will be shared with school board and stakeholders every November, annually.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>title 1A Other Supplemental Education</p> <p>\$148,716 LCFF County Community School Juvenile Courts Classified and Certificated Supervisor Salaries and Benefits</p>
<p>ACTION#1C: Continue to implement the use of the student information system and assessment management system district-wide and at each site. Monitor for effectiveness.</p> <p>SERVICES:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System - AERIES student system 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$2,828 Illuminate LCFF County Community School Juvenile Courts</p> <p>\$48,432 Aeries LCFF County Community School Juvenile Courts</p>
<p>ACTION#1D: Provide professional development and support on the student information and assessment</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Included in Action 1C</p>

<p>support on the student information and assessment management systems if deemed necessary for new users, as needed on a site-by-site basis.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	ACTION 1C
<p>ACTION#1E For foster youth:</p> <ul style="list-style-type: none"> - Foster Youth Liaison provides ongoing county-wide 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) - Foster Youth Liaison will meet individually with each foster youth in court/community schools to determine educational needs - Foster Youth Liaison coordinates supplemental tutoring for foster youth upon request. 	ALL	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$107,884 Foster Youth Grant Other Supplemental Education

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 100% of facilities will meet facility inspection criteria • 100% 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 (refer to attached appendices) • Reduction of suspensions by 1% combined rate • Improve attendance rate by 1% to 77% combined rate • Increase high school graduation rates in court and community schools by 2% • Qualitative & Quantitative Services Report by Program Specialist/Counselor • Summary Report of Transition Requirements met from individual student transition plans • Increased parent input on CHKS and monthly meeting participation • Increased sense of safety at the teacher, parent, and student level 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>ACTION #1 Effective Implementation and</p>	ALL	<input checked="" type="checkbox"/> ALL	\$49,944

<p>monitoring: Program implementation will continue to 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.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor - Special Education RSP support (ongoing) to students with IEPs. 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF County Community School Juvenile Courts</p> <p>\$32,992 Title 1A Other Supplemental Education</p> <p>\$238,920 Special Education Ages 5-22 Non-Severely Disabled</p>
<p>ACTION#1A: Help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Program Specialist/Counselor 	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Included in Action 1</p>
<p>ACTION#1B: Implementation and Program effectiveness will continue to be monitored as a</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>\$12,949 Title 1A</p>

<p>effectiveness will continue to 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. SERVICES PROVIDED BY: - School Principal - Williams Compliance Coordinator - Williams Support Operations Services Director Data will be shared with school board and stakeholders every November, annually.</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>title 1A Other Supplemental Education \$148,716 LCFF County Community School Juvenile Courts Classified and Certificated Supervisor Salaries and Benefits</p>
<p>ACTION#1C: Continue to implement the use of the student information system and assessment management system district-wide and at each site. Monitor for effectiveness. SERVICES: - Illuminate Information & Assessment Data Reporting System - AERIES student system</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>\$2,828 Illuminate LCFF County Community School Juvenile Courts \$48,432 Aeries LCFF County Community School Juvenile Courts</p>
<p>ACTION#1D: Provide professional development and support on the student information and assessment</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Included in Action 1C</p>

<p>support on the student information and assessment management systems, if deemed necessary for new users, as needed on a site-by-site basis.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System 		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>ACTION 1C</p>
<p>ACTION#1E For foster youth:</p> <ul style="list-style-type: none"> - Foster Youth Liaison provides ongoing county-wide 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) - Foster Youth Liaison will meet individually with each foster youth in court/community schools to determine educational needs - Foster Youth Liaison coordinates supplemental tutoring for foster youth upon request. 	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$107,884 Foster Youth Grant Other Supplemental Education</p>

<p>GOAL:</p>	<p>2. Assist students in developing and implementing both short and long term individualized plans focused on :</p> <ul style="list-style-type: none"> - Academic achievement - social/emotional development - career planning 	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/></p> <p>8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/></p> <p>Local : Specify _____</p>
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<p>Identified Need :</p>	<p>Identified Needs: Our students attend our Court/Community Schools which are an alternative placement due to expulsions or probation referrals and do not require a college preparation A-G program to receive a high school diploma. We require the state minimum requirements to attain a high school diploma and make A-G online courses and dual enrollment courses available to students that wish to participate therefore 0% of our students participate in the voluntary EAP program.</p> <ul style="list-style-type: none"> • Ensure teachers are assigned with appropriate credentials • Provide students standards-aligned instructional materials • Provide Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards • Give students access to/enrollment in a broad course of study (no drivers education available) • English learner reclassification • Conduct Standardized State tests • Continue a Career Technical Education (CTE) sequence of courses (A-G requirement not applicable) • Create one ILP (Individualized Learning Plan) for the court/community schools with indicators tied to: <ul style="list-style-type: none"> ○ credits earned in: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education, (no driver's education) • Teach Positive behavior choices to students • Provide English Learner academic support • Provide Foster Youth academic support 	
<p>Goal Applies to:</p>	<p>Schools : ALL</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 90% of teacher assignments will have appropriate credentials • 100% of students will have standards-aligned instructional materials • 100% of foster youth and expelled pupils, enrolled in YCOE court/community schools will receive state standard-aligned instruction • 100% of student will have access to/enrollment in a broad course of study • 0% of our students have chosen to participate in the voluntary EAP program. • Establish English learner classification rate • 100% of students will have ILP 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 • Reduced suspensions • Increased attendance • Numbers of award certificates earned 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACTION #2 YCOE Alternative Education Programs will increase “Student Engagement” 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:</p> <ul style="list-style-type: none"> - credit towards graduation - social-emotional adjustment - career & college ready skills - physical education program at DJ <p>SERVICES: Develop and implement ILP Form</p> <ul style="list-style-type: none"> • The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. <p>Develop a physical education program at DJ that will be evaluated and aligned with State Graduation Requirements including Health and Fitness regulations.</p> <p>SERVICES PROVIDED BY: Consultations from:</p> <ul style="list-style-type: none"> - 4 Self-Contained Teachers at court and community school sites - 0.4 Independent Study Teacher for CCCS - Program Specialist/Counselor - Parents - Principal - Detention 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 <u>Truancy</u> and <u>Suspension</u> rates.</p> <p>SERVICES: Incentives for Recognitions</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$279,697 LCFF County Community School Juvenile Courts</p> <p>\$76,648 Title 1D County Community School</p> <p>Program Specialist/ Counselor included in Action 1</p> <p>Principal included in Action 1B</p> <p>Foster Youth Liaison included in Action 1E</p> <p>\$2,000 LCFF County Community School</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 100% of teacher assignments will have appropriate credentials
- 100% of students will have standards-aligned instructional materials
- 100% of foster youth and expelled pupils, enrolled in YCOE court/community schools will receive state standard-aligned instruction
- 100% of student will have access to/enrollment in a broad course of study
- 0% of our students have chosen to participate in the voluntary EAP program.
- Increase English learner classification rate by 1%
- 100% of students will have ILP 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
- Reduced suspensions
- Increased attendance
- Numbers of award certificates earned

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ACTION #2 YCOE Alternative Education Programs continue to increase "Student Engagement" by	ALL	<u>x</u> _ALL	\$279,697 LCFF

continue to increase student engagement 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
- physical education program at DJ

SERVICES:

Evaluate effectiveness of ILP Form and revise as needed.

- The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team.

Evaluate the physical education program at DJ to confirm alignment with State Graduation Requirements including Health and Fitness regulations. Revisions will be made as needed.

SERVICES PROVIDED BY:

Consultations from:

- 4 Self-Contained Teachers at court and community school sites
- 0.4 Independent Study Teacher for CCCS
- Program Specialist/Counselor
- Parents
- Principal
- Detention Officer
- Foster Youth Liaison

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.

SERVICES:

Incentives for Recognitions

OR:

- Low Income pupils English Learners
- Foster Youth Redesignated fluent English proficient
- Other Subgroups:
(Specify) _____

LCFF
County
Community
School
Juvenile
Courts

\$76,648
Title 1D
County
Community
School

Program
Specialist/
Counselor
included in
Action 1

Principal
included in
Action 1B

Foster Youth
Liaison
included in
Action 1E

\$2,000
LCFF
County
Community
School

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 100% of teacher assignments will have appropriate credentials
- 100% of students will have standards-aligned instructional materials
- 100% of foster youth and expelled pupils, enrolled in YCOE court/community schools will receive state standard-aligned instruction
- 100% of student will have access to/enrollment in a broad course of study
- 0% of our students have chosen to participate in the voluntary EAP program.
- Increase English learner classification rate by 2%
- 100% of students will have ILP 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
- Reduced suspensions
- Increased attendance
- Numbers of award certificates earned

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ACTION #2 YCOE Alternative Education Programs will continue to increase "Student Engagement" by	ALL	<input checked="" type="checkbox"/> ALL	\$279,697

<p>continue to increase student engagement 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:</p> <ul style="list-style-type: none"> - credit towards graduation - social-emotional adjustment - career & college ready skills - physical education program at DJ <p>SERVICES: Evaluate effectiveness of ILP Form and revise as needed.</p> <ul style="list-style-type: none"> • The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. <p>Continue to evaluate the physical education program at DJ to confirm alignment with State Graduation Requirements including Health and Fitness regulations. Revisions will be made as needed.</p> <p>SERVICES PROVIDED BY: Consultations from:</p> <ul style="list-style-type: none"> - 4 Self-Contained Teachers at court and community school sites - 0.4 Independent Study Teacher for CCCS - Program Specialist/Counselor - Parents - Principal - Detention 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 <u>Truancy</u> and <u>Suspension</u> rates.</p> <p>SERVICES: Incentives for Recognitions</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>LCFF County Community School Juvenile Courts</p> <p>\$76,648 Title 1D County Community School</p> <p>Program Specialist/ Counselor included in Action 1</p> <p>Principal included in Action 1B</p> <p>Foster Youth Liaison included in Action 1E</p> <p>\$2,000 LCFF County Community School</p>
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<p>3. Minimize suspensions by providing a structured positive environment and engaging instructional program based on effective youth development principles</p>	<p>Related State and/or Local Priorities:</p>
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GOAL: Instructional program based on effective youth development principles.

1__ 2__ 3_x 4__ 5_x 6_x 7__
 8__

COE only: 9__ 10__

Local : Specify _____

Identified Need :

Identified Needs:

- Reduce suspension
- Provide a viable alternative to expulsion (program does not expel)
- Increase attendance
- Reduce chronic absenteeism
- Track middle school dropouts
- Track high School dropouts
- Increase graduation for DJ and CCCS
- Create ILP (Individualized Learning Plan) w/ indicators as listed previously
- Increased parent input on CHKS and monthly meeting participation
- Students trained in Youth Development 40 Developmental Assets

Goal Applies to: Schools ALL

Applicable Pupil Subgroups: ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- Reduction of Suspensions by 3% at Dan Jacobs (DJ) and Cesar Chavez Community School (CCCS)
- Establish a 75% combined attendance rate
- Establish dropout rates in middle and high school
- Establish graduation baseline for DJ and maintain graduation rate for CCCS
- ILP Summary Report of indicators achieved
- Parent input data from CHKS and monthly meeting participation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ACTION #3: DJ and CCCS will focus on youth development and approach student learning with a	ALL	_x_ALL	\$11,000 Title 1A

<p>development and approach student learning with a “growth mindset” that will reduce Truancy and Suspension rates.</p> <p>SERVICES: Professional Development provided by the Youth Development Institute in: - Youth Development Network strategies - 40 Developmental Assets</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Title 1A Other Supplemental Education</p>
<p>ACTION #3A DJ and CCCS will focus on implementation of youth developmental assets and restorative practices. INCREASED SERVICES: Priority Level of Support: 1)Expelled Youth 2)Low Income 3)Foster Youth</p> <p>Provide a 50% detention officer for 180 school days to engage with students and support restorative practice principles.</p> <p>Provide a 1.0 FTE Program Specialist/Counselor provide a structured positive environment and engaging instructional program based on effective youth development principles and to help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p>Professional Development: - Restorative Practices (ongoing as needed) - Trauma Informed Care</p>	<p>ALL</p>	<p><u>x</u> ALL</p> <p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Detention Officer included in Action 2</p> <p>Program Specialist/ Counselor included in Action 1</p> <p>\$7,000 Title 1D County Community School</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Reduction of Suspensions by 2% • Improve attendance rate by 1% to 76% overall • Decrease dropout rates in middle and high school by 2% • Increase high school graduation rates by 2% • ILP Summary Report of indicators achieved • Parent input data from CHKS and monthly meeting participation 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACTION #3: DJ and CCCS will continue to focus on youth development and approach student learning with a “growth mindset” that will reduce Truancy and Suspension rates.</p> <p>SERVICES: Professional Development provided by the Youth Development Institute in: - Youth Development Network strategies - 40 Developmental Assets</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$11,000 Title 1A Other Supplemental Education</p>
<p>ACTION #3A DJ and CCCS will continue to focus on implementation of youth developmental assets and restorative practices.</p> <p>INCREASED SERVICES: Priority Level of Support: 4) Expelled Youth 5) Low Income 6) Foster Youth</p> <p>Provide a 50% detention officer for 180 school days to engage with students and support restorative practice principles.</p> <p>Provide a 1.0 FTE Program Specialist/Counselor to provide a structured positive environment and engaging instructional program based on effective youth development principles and to help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p>Professional Development: - Restorative Practice (ongoing as needed) - Trauma Informed Care (ongoing as needed)</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Detention Officer included in Action 2</p> <p>Program Specialist/Counselor included in Action 1</p> <p>\$7,000 Title 1D County Community School</p>
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Reduction of Suspensions by 1% • Improve Attendance rate by 1% • Decrease dropout rates in middle and high school • Increase high school graduation rates by 2% • ILP Summary Report of indicators achieved • Parent input data from CHKS and monthly meeting participation 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ACTION #3: DJ and CCCS will continue to focus on youth development and approach student learning with a “growth mindset” that will reduce <u>Truancy</u> and <u>Suspension</u> rates.</p> <p>SERVICES: Professional Development provided by the Youth Development Institute in: - Youth Development Network strategies - 40 Developmental Assets</p>	ALL	<p><u>x</u>_ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups: (Specify)_____</p>	<p>\$11,000 Title 1A Other Supplemental Education</p>
<p>ACTION #3A DJ and CCCS will continue to focus on implementation of youth developmental assets and</p>	ALL	<u>x</u> _ALL	Detention Officers

<p>implementation of youth developmental assets and restorative practices. INCREASED SERVICES: Priority Level of Support: 7)Expelled Youth 8)Low Income 9)Foster Youth</p> <p>Provide a 50% detention officer for 180 school days to engage with students and support restorative practice principles.</p> <p>Provide a 1.0 FTE Program Specialist/Counselor to provide a structured positive environment and engaging instructional program based on effective youth development principles and to help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p>Professional Development: - Restorative Practice (ongoing as needed) - Trauma Informed Care (ongoing as needed)</p>	<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____</p>	<p>Officer included in Action 2</p> <p>Program Specialist/Counselor included in Action 1</p> <p>\$7,000 Title 1D County Community School</p>
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<p>GOAL:</p>	<p>4. Provide an instructional program that prepares students with 21st century college and career readiness skills</p>	<p>Related State and/or Local Priorities: 1_ <u>x</u> 2_ <u>x</u> 3_ 4_ <u>x</u> 5_ <u>x</u> 6_ 7_ <u>x</u> 8_ <u>x</u> COE only: 9_ 10_ Local : Specify _____</p>
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<p>Identified Need :</p>	<p>Identified Needs: Our students attend our Court/Community Schools which are an alternative placement due to expulsions or probation referrals and do not require a college preparation A-G program to receive a high school diploma. We require the state minimum requirements to attain a high school diploma and make A-G online courses and dual enrollment courses available to students that wish to participate therefore 0% of our students participate in the voluntary EAP program.</p> <ul style="list-style-type: none"> • Ensure appropriate teacher assignment and credentials • Ensure facilities are well maintained. • Provide sufficient student standards-aligned instructional materials • Ensure instructional alignment with California Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards • Provide students' access to/enrollment in a broad course of study (AP courses not applicable) • Provide students' a Career Technical Education (CTE) cluster of study • Establish English Learner reclassification rate • Increase Annual Measurable Achievement Objectives (AMAO) 2 which requires EL students to demonstrate Proficiency on the CELDT <p>Provide State Assessments:</p> <ul style="list-style-type: none"> • CAHSEE (suspended 16-17 school year; possibly suspended 15-16 school year) • SBAC • CELDT <p>Provide Local Assessments</p> <ul style="list-style-type: none"> • STAR in ELA/Math • Performance Rubrics • ILP w/ indicators as previously listed <p>OTHER:</p> <ul style="list-style-type: none"> • Increase Graduation Rate • Decrease Drop-out Rate 	
<p>Goal Applies to:</p>	<p>Schools : ALL</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2015-16</p>		

Expected Annual Measurable Outcomes:

- 90% of teacher assignments will have appropriate credentials
 - 100% of facilities maintained
 - 100% of students will have standards-aligned instructional materials
 - State standards implemented in 100% of classrooms
 - 100% of student will have access to/enrollment in a broad course of study
- State Assessments:
- CAHSEE: 5% increase in passing (unless suspended in the 15-16 school year)
 - SBAC: increase overall performance by 5% -
 - CELDT: 1/2 Level Growth
 - 0% of our students have chosen to participate in the voluntary EAP program.
- Local Assessments:
- STAR: 10% growth
 - Performance Rubrics: Growth to Proficient must be “Evidenced” or “Met” ” in all areas.
 - ILP with indicators
- OTHER:
- Establish graduation rate for DJ and maintain graduation rate for CCCS using 2014-2015 EEC data as baseline.
 - Drop-out Rates decrease by 2% at CCCS using 2014-2015 Midtown data as baseline

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 targets set by the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - 4 Self-Contained Teachers at court and community school sites - 0.4 Independent Study Teacher for CCCS 	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Included in Action 2
	ALL	<input checked="" type="checkbox"/> ALL	Included in Action 2

<p>ACTION #4A: Develop technical skills via Career Technical Education (CTE) 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. SERVICES PROVIDED BY: .4 CTE Teacher at DJ and CCCS Woodland site</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>ACTION 4</p>
<p>ACTION #4B Increase language and academic proficiency. ..CONCENTRATED: Priority Students: 1) English Learners 2) Redesignated ELs 3) Low Income 4) Foster Youth Provide targeted social & academic Tutoring and Mentoring support for CCCS Students in class and outside of class Provide targeted social & academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and an after school program SERVICES PROVIDED BY: - Juvenile Hall Tutoring Program Coordinator - Juvenile Hall volunteers - 1 Director of Student Services - 2 DJ Teachers - 1 DJ Para educator - 1 CCCS Para educator - CCCS volunteer tutors</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall</p> <p>\$145,100 LCFF County Community School Juvenile Courts</p> <p>DJ Teachers included in Action 2</p>
<p>ACTION #4C For English learners: Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation SERVICES PROVIDED BY: - Director of Student Services</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Included in Action 4B</p>
<p>LCAP Year 2: 2016-17</p>			

Expected Annual Measurable Outcomes:

- 100% of teacher assignments will have appropriate credentials
 - 100% of facilities maintained
 - 100% of students will have standards-aligned instructional materials
 - Standards implemented in 100% of classrooms
 - 100% of student will have access to/enrollment in a broad course of study
- State Assessments:
- SBAC: increase overall performance by 3%
 - 0% of our students participate in the voluntary EAP program
 - CELDT: 1/2 Level Growth
- Local Assessments:
- STAR: 7% growth
 - 0% of our students participate in the voluntary EAP program.
 - Performance Rubrics: Growth to Proficient must be “Evidenced” or “Met” ” in all areas.
 - ILP with indicators
- OTHER:
- Graduation Rates increase by 2%
 - Drop-out Rates decrease by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 targets set by the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - 4 Self-Contained Teachers at court and community school sites - 0.4 Independent Study Teacher for CCCS 	ALL	<p><u> </u>x_ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p> <p>_____</p>	Included in Action 2
<p>ACTION #4A: Continue the development of technical</p>	ALL	<p><u> </u>x_ALL</p>	Included in Action 2

<p>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: .4 CTE Teacher at DJ and CCCS Woodland site</p>		<p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>ACTION 2</p>
<p>ACTION #4B Continue to Increase language and academic proficiency.</p> <p>CONCENTRATED: Priority Students: 5) English Learners 6) Redesignated ELs 7) Low Income 8) Foster Youth</p> <p>Provide targeted social & academic Tutoring and Mentoring support for CCCS Students in class and outside of class</p> <p>Provide targeted social & academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and an after school program</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Juvenile Hall Tutoring Program Coordinator - Juvenile Hall volunteers - 1 Director of Student Services - 2 DJ Teachers - 1 DJ Para educator - 1 CCCS Para educator - CCCS volunteer tutors 	<p>ALL</p>	<p><u> x </u> ALL</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall</p> <p>\$145,100 LCFF County Community School Juvenile Courts</p> <p>DJ Teachers included in Action 2</p>
<p>ACTION #4C For English learners: Continue Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation, as needed.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Director of Student Services 	<p>ALL</p>	<p><u> </u> ALL</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p>	<p>Included in Action 4B</p>
<p>LCAP Year 3: 2017-18</p>			

Expected Annual Measurable Outcomes:

- 100% of teacher assignments will have appropriate credentials
 - 100% of facilities maintained
 - 100% of students will have standards-aligned instructional materials
 - Standards implemented in 100% of classrooms
 - 100% of student will have access to/enrollment in a broad course of study
- State Assessments:
- SBAC: increase overall performance by 3%
 - 0% of our students participate in the voluntary EAP program.
 - CELDT: 1/2 Level Growth
- Local Assessments:
- STAR: 7% growth
 - Performance Rubrics: Growth to Proficient must be “Evidenced” or “Met” ” in all areas.
 - ILP with indicators
- OTHER:
- Graduation Rates increase by 2%
 - Drop-out Rates decrease by 2%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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 targets set by the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - 4 Self-Contained Teachers at court and community school sites - 0.4 Independent Study Teacher for CCCS 	ALL	<p><u> </u>x_ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)</p> <p>_____</p>	Included in Action 2
<p>ACTION #4A: Continue the development of 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 at DJ and CCCS Woodland site 	ALL	<p><u> </u>x_ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify)</p> <p>_____</p>	Included in Action 2

<p>ACTION #4B Continue to Increase language and academic proficiency. CONCENTRATED: Priority Students: 9) English Learners 10) Redesignated ELs 11) Low Income 12) Foster Youth Provide targeted social & academic Tutoring and Mentoring support for CCCS Students in class and outside of class Provide targeted social & academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and an after school program SERVICES PROVIDED BY: - Juvenile Hall Tutoring Program Coordinator - Juvenile Hall volunteers - 1 Director of Student Services - 2 DJ Teachers - 1 DJ Para educator - 1 CCCS Para educator - CCCS volunteer tutors</p>	<p>ALL</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall</p> <p>\$145,100 LCFF County Community School Juvenile Courts</p> <p>DJ Teachers included in Action 2</p>
<p>For English learners: Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation SERVICES PROVIDED BY: - Director of Student Services</p>	<p>ALL</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Included in Action 4B</p>

<p>GOAL:</p>	<p>Goal #5: Evaluate and revise YCOE LCAP annually with stakeholder engagement</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_x 4__ 5__ 6_ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Identified Need :	<ul style="list-style-type: none"> 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 Applies to:	Schools	ALL	
	Applicable Pupil Subgroups:	ALL	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ACTION #5: Educational Services will provide technical support in the LCAP development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually. SERVICES PROVIDED BY: Technical Support 17 days	ALL	<u><input checked="" type="checkbox"/></u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$9,991 LCFF Classified Supervisor Salaries and Benefits Transfers of Indirect Costs
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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: Technical Support 17 days</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>_____</p>	<p>\$9,991</p> <p>LCFF</p> <p>Classified Supervisor Salaries and Benefits</p> <p>Transfers of Indirect Costs</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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: Technical Support 17 days</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p>_____</p>	<p>\$9,991</p> <p>LCFF</p> <p>Classified Supervisor Salaries and Benefits</p> <p>Transfers of Indirect Costs</p>

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

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

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

		Related State and/or Local Priorities:
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Original GOAL from prior year LCAP:	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.	1__x__ 2__ 3__x__ 4__ 5__x__ 6__x__ 7__ 8__ COE only: 9__x__ 10__x__ Local : Specify _____ -
Goal Applies to:	Schools: Midtown (MT)1 & 2, Dan Jacobs (DJ), Einstein Education Center (EEC) Applicable Pupil Subgroups: ALL	

<p style="text-align: center;">Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of facilities will meet facility inspection criteria 2. 90% of teachers assigned with proper credentials 3. 100% of students will have standards-aligned instructional materials 4. 100% of foster youth in court community schools will receive coordinated services 5. Reduction of Suspensions by 5% 6. Improve Attendance rate by 1% 7. Increase enrollment at EEC by 10% 8. Increase high school graduation at EEC by 3% 9. Qualitative & Quantitative 10. Services Report by Counselor, Clinician & Case Manager 11. Summary Report of Transition Requirements Met via Checklists of items met in each student's transition plan. 12. Increased parent input 13. Increased sense of safety at the teacher, parent, and student level 	<p style="text-align: center;">Actual Annual Measurable Outcomes:</p> <ol style="list-style-type: none"> 1. 75% (3 of 4) of facilities met inspection criteria 2. 100% of teachers assigned had proper credentials 3. 100% of students had standards-aligned instructional materials 4. 100% of foster youth received coordinated services 5. Suspensions increased by 11% LEA-wide <ol style="list-style-type: none"> a. DJ: 1st Semester 2013; 5 of 26 students suspended (19%) b. DJ: 1st Semester 2014; 4 of 24 students suspended (17%) = (-2%) c. MT1: 1st Semester 2013; 1 of 15 students suspended (7%) d. MT1: 1st Semester 2014; 2 of 18 students suspended (11%) = (+4%) e. MT2: 1st Semester 2013 & 2014; 0 suspensions f. EEC: 1st Semester 2013; 1 of 44 students suspended (2%) g. EEC: 1st Semester 2014; 5 of 44 students suspended (11%) = (+9%) 6. Attendance decreased by 8% LEA-wide <ol style="list-style-type: none"> a. DJ: 2013-14: 95%; 2014-15: 97% (+2%) b. MT1: 2013-14: 67%; 2014-15: 66% (-1%) c. MT2: 2013-14: 68%; 2014-15: 73% (+5%) d. EEC: 2013-14: 90%; 2014-15: 76% (-14%) 7. EEC enrollment remained at 44. No increase or decrease. 8. High School graduation increased 2% at EEC (from 3 to 4 students) 9. CHKS survey data results have been received from the State evaluator and are being reviewed by program. 10. Data is tracked by mental health service provider, CommuniCare. 21 students are currently receiving service as defined in the LCAP 11. A binder contains data for currently expelled students and students progressing toward readmission, with 15 student readmissions by March 1, 2015 12. 13. 2014-15 CHKS survey data shows of 7 parents 14% felt the school was safe and 14% strongly disagreed that the school was safe.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>ACTION #1 (section 3A) 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.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Case Manager Transition Liaison (one year contract) - CommuniCare Counselor (one year contract) - Special Education RSP support (ongoing) (Dan Jacobs & MT sites) 	<p>\$313,122 Title I LCFF Special Education</p>	<p>The Transition Liaison and the CommuniCare Counselor provided service to students LEA-wide. 15 students have transitioned and 21 students are receiving mental health services.</p> <p>The Special Education RSP support was provided to Dan Jacobs and Midtown sites.</p>	<p>Transition - \$13,799.89 expended as of April 10, 2015 \$19,184.11 is encumbered</p> <p>CommuniCare \$10,982.48 expended as of April 10, 2015 \$14,017.52 is encumbered</p> <p>Special Education RSP Support \$178,249</p>
<p>Scope of service: ALL</p>		<p>Scope of service: ALL</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p>	

<p>ACTION#1A (section 3A): 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 Manager/Counselor Transition Liaison</p>	<p>Included in Action #1</p>	<p>Transition Liaison assisted students in preparation for transition back to their home schools or EEC. 15 students have transitioned.</p>	<p>Included in Action #1</p>
<p>Scope of service: ALL</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>Scope of service: ALL</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>ACTION#1B (section 3A): 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. SERVICES PROVIDED BY: - School Principal - Dean of Students - Williams Compliance Coordinator - Williams Support Operations Services Director</p> <p>Data will be shared with school board and stakeholders every November, annually.</p>	<p>\$184,014 Unrestricted Title IA</p>	<p>School Principal and Dean of Students supported program implementation by monitoring of academic achievement in ELA and Math; ILPs and IEPs; and tracking truancy and suspension rates.</p> <p>The Williams Compliance Coordinator and the Williams Support Operations Services Director provided an annual review of EEC and Midtown sites to ensure each student had standards-aligned instructional materials. EEC and MT 1 facilities are well maintained. MT 2 site, which is maintained by a school district, received a poor rating. Because the MT facilities are under one County District Code; a poor rating was received on the School Accountability Report Card. The Williams Compliance Coordinator worked with YCOE human resources to ensure teachers at all sites were appropriately credentialed.</p>	<p>Principal \$94,165 sal/ bens</p> <p>Dean of Students \$68,339 sal/ bens</p> <p>Williams Coordinator \$14,937 sal/ bens</p> <p>Williams SOS \$1,443 sal/ bens</p>
<p>Scope of service: ALL</p>		<p>Scope of service: ALL</p>	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
ACTION#1C (section 3A): Fully implement the use of the student information system and assessment management system district-wide and at each site. SERVICES: - Illuminate Information & Assessment Data Reporting System - AERIES student system		\$72,614 unrestricted	AERIES students system is used at all sites. Illuminate is in the process of implementation. Teachers and staff have received initial trainings.		Aeries: \$65,286 Illuminate: \$7,327.50 encumbered
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
ACTION#1D (section 3A): 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. SERVICES PROVIDED BY: - Illuminate Information & Assessment Data Reporting System		\$700 Unrestricted	Illuminate: Two staff members attended two webcam introductory trainings and administrative and support staff received initial training. Teachers received two half-day trainings: November 3, 2014 - Phone conference November 24, 2014 - Webinar Training December 16, 2014 - full day District Training February 24, 2015 - ½ day Teacher training March 24, 2015 - ½ day Teacher training		\$3,000 included in the encumbered portion above.
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
For foster youth (section 3B): - 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		\$106,216 Foster Youth Grant Trauma Informed Care on therapy strategies provided to all staff. \$3,000 unrestricted	Foster Youth: The few (4 to 5 at any given time) Foster Youth in court/community schools did not receive tutoring services as no referrals were received from the schools sites, probation officer, or social workers. Coordinated services (school enrollment, attendance support, records transfers, credit completion) with juvenile court, child welfare, foster care providers and court / community school staff for 100% of foster youth. All Students: Staff participated in Restorative Practices and Youth Development Institute. Trauma Informed Care will be offered in 2015-2016.		FYS Grant \$106,203
Scope of service:	ALL		Scope of service:	ALL	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> • See Action 1A: The three Yolo COE court/community schools will be restructured into two Yolo COE court/community schools, grades 7-12; with accreditation to offer a high school diploma. The administrative staffing will be restructured to support the new model. • For Foster Youth: The Foster Youth Liaison will meet individually with each foster youth in court/ community schools to determine educational needs. • The Trauma Informed Care professional development was postponed until 2015-2016. 			

Original GOAL from prior year LCAP:	2. Assist students in developing and implementing both short and long term individualized plans focused on : - Academic achievement - social/emotional development - career planning		Related State and/or Local Priorities: 1_x 2_x 3_4_x 5_ 6_7_x 8_x COE only: 9_x 10_x Local : Specify _____ _____	
Goal Applies to:	Schools :	ALL		
	Applicable Pupil Subgroups:	ALL		
<p>1.Expected Annual Measurable Outcomes: 100% of students will have access to/enrollment in broad course of study</p> <p>2.Coordinated instruction of 100% of expelled pupils enrolled in YCOE court/community schools</p> <p>3.Coordinate instruction of 100% of foster youth enrolled in YCOE court/community schools</p> <p>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 Actual Annual</p> <p>1. Measurable Outcomes: 100% of students have access to Odysseyware that provides over 200 courses</p> <p>2. Coordinated instruction of 100% of expelled pupils enrolled in YCOE court/community schools</p> <p>3. 100% of foster youth enrolled had access to tutoring and Odysseyware. AB 167 is implemented by Alternative Education</p> <p>4. One ILP form is still in process.</p>				
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>ACTION #2 (section 3A) Increase Student Engagement & Establishing 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:</p> <ul style="list-style-type: none"> - credit towards graduation - social-emotional adjustment - career & college ready skills <p>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. (Continued next page)</p>	<p>\$2,000 unrestricted</p>	<p>One Individualized Learning Plan was not developed and implemented.</p> <p>Currently, EEC uses the Graduation Plan, formerly developed; and intake testing through the Scantron Performance Series. Two days per week are dedicated to progress review during Advisory.</p> <p>Dan Jacobs’ ILP is completed when the student enters the program. Student progress is documented monthly or when the student exits the program.</p> <p>Midtown students have transition plans and transcripts reviewed for academic assignments in place of ILPs.</p> <p>The Transition Liaison uses Personal Goal Setting Plan for students.</p>	
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SERVICES PROVIDED BY: Consultations from: - 2 Self-Contained Teachers (Midtown 1 & 2) - 1 ELA Teacher & 1 Math Teacher (EEC) - 1 CTE teacher - 1 RSP Teacher - Case Manager Transition Liaison - Parents - Counselor - Dean of Students - Principal - Probation Officer - Foster Youth Liaison 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 <u>Truancy</u> and <u>Suspension</u> rates. SERVICES: Incentives for Recognitions		\$258,432 unrestricted Title ID \$58,156 unrestricted Title ID \$313,122 Title I Unrestricted Special Education \$184,014 Unrestricted Title IA \$106,216 Foster Youth Grant \$3,000 Unrestricted	Midtown 1 \$47,419 Midtown 2 \$71,622 ELA Teach EEC \$65,352 Transition Liaison \$13,799.89 (through April 10, 2015) \$19,184.11 is encumbered Communicare \$10,982.48 (through April 10, 2015) \$14,017.52 is encumbered Dean of Students \$68,339 Principal \$94,165 Probation \$37,342 FYS - \$106,203
Scope of service:	ALL	Scope of service:	ALL
<u>x</u> _ALL		<u>x</u> _ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> • This action will remain in place for the 2015-2016 LCAP. Significant staffing changes are scheduled as part of the program restructuring, which will impact the composition of the educational team. • Develop and implement ILP Form. • Physical Education Program at DJ will be evaluated and aligned with State Graduation Requirements including Health and Fitness regulations.
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Original GOAL from prior year LCAP:	3. Minimize suspensions by providing a structured positive environment and engaging instructional program based on effective youth development principles.	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5_x 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: ALL	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Reduction of Suspensions by 5% 2. Improve Attendance rate by 1% 3. Decrease dropout rates in middle and high school 4. Increase high school graduation rates at EEC 5. ILP Summary Report of indicators achieved 6. Parent input data 7. Youth Development Network data 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Suspensions increased by 7% (refer to Goal 1 for detail) 2. Attendance decreased by 8% (refer to Goal 1 for detail) 3. Dropout rates have remained the same overall 4. EEC high school graduation rates have increased by 2% (refer to Goal 1 for detail) 5. ILP is partially met with a variety of indicators 6. Parent input data received from survey's 7. 100% of staff was trained YDN and YDNs StrengthQuest
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
ACTION #3 (section 3A) Increasing Student Engagements: YCOE Alternative Education Programs will increase “ <i>Student Engagement</i> ” by focusing on youth development and approach student learning with a “growth mindset” that will reduce <u>Truancy</u> and <u>Suspension</u> rates. SERVICES: Professional Development in: - Youth Development Network - 40 Developmental Assets - Diploma Plus (4 Pillars) (EEC)	\$11,000 Title I	100% of staff has received professional development from the Youth Development Network which encompasses 40 Developmental Assets. Staff has also received training in StrenghtQuest. 2014-15: Trainings were received: October 11, 2014 and November 15, 2013 The Diploma Plus (4 Pillars) veteran teachers mentored new staff.	YDN: \$11,000
Scope of service:	ALL	Scope of service:	ALL
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>ACTION #3 (section 3B): Increase Student Engagement: YCOE Alternative Education Programs will increase “<i>Student Engagement</i>” by focusing on implementation of youth developmental assets INCREASED SERVICES: Priority Level of Support: 10) Expelled Youth 11) Low Income 12) Foster Youth</p> <p>Provide a 50% probation officer for 180 school days to engage with students and support restorative practice principles. (EEC and MT1)</p> <p>Provide a 1.0 FTE Dean of Students to provide a structured positive environment and engaging instructional program based on effective youth development principles</p> <p>Professional Development: - Restorative Practice</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>	<p>Provide a 50% probation officer for 180 school \$37,642 Title ID</p> <p>\$313,122 Title I Unrestricted Special Education Level 1 Restorative Practice positive behavior intervention training \$7,000 Title ID</p>	<p>YCOE pays Yolo County Probation Department 50% of a probation officer’s salary to engage with students and support restorative practices. 1.0 FTE Dean of Students was hired. 0.5 FTE Case Manager Transition Liaison was contracted. Additional transition services are provided by the Principal.</p> <p>Staff received training in Restorative Practices on November 4 & 5, 2014.</p>	<p>0.5 FTE Probation \$37,642 estimate</p> <p>Dean of Students \$68,339</p> <p>Transition Liaison \$13,799.89 (through April 10, 2015) \$19,184.11 is encumbered</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>All</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English
proficient
 Other Subgroups: (Specify) expelled youth

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English
proficient Other Subgroups: (Specify) expelled
youth

What changes in actions,
services, and expenditures will
be made as a result of reviewing
past progress and/or changes to
goals?

- Youth Development will continue to be implemented. The Diploma Plus Model will be modified to align with the new restructuring plan.
- The probation officer position will be changed to a detention officer to increase availability and reduce cost.
- The Dean of Students will be restructured.
- Recommending the Case Manager Transition Liaison position become a YCOE employee position.

Related State and/or Local
Priorities:

Original GOAL from prior year LCAP:	4. Provide an instructional program that prepares students with 21 st century college and career readiness skills		1__x 2__x 3__ 4__x 5__x 6__ 7__x 8__x COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups:	ALL	
Expected Annual Measurable Outcomes:	1. 90% of teacher assignments will have appropriate credentials 2. 100% of facilities maintained 3. 100% of students will have standards-aligned instructional materials 4. Standards implemented in 100% of classrooms 5. 100% of student will have access to/enrollment in a broad course of study State Assessments: 6. CAHSEE: 5% increase in Passing 7. SBAC: baseline data 8. CELDT: .50 Level Growth Local Assessments: 9. STAR Renaissance: 10% growth 10. Performance Rubrics: Growth to Proficient must be “Evidenced” or “Met” in all areas. 11. ILP with indicators OTHER: 12. Graduation Rates increase by 3% at EEC 13. Drop-out Rates decrease by 5%		Actual Annual Measurable Outcomes: 1. 100% of teachers assigned had proper credentials 2. 75% (3 of 4) of facilities met inspection criteria 3. 100% of students had standards-aligned instructional materials 4. Common Core State Standards are being implemented in all classrooms 5. 100% of students have access to Odysseyware which offers over 200 courses. State Assessments: 6. CAHSEE Passing scores decreased by 25% a. November 2013: Math passage: 42%; ELA passage: 42% b. November 2014: Math passage: 22%; ELA passage 37% 7. SBAC baseline data has yet to be recorded 8. Overall CELDT scores increased by .45 level growth a. 18 students increased scores from 60 overall to 69 overall. Local Assessments: 9. STAR Renaissance showed no growth overall. 10. No Performance Rubric developed. 11. The ILP was not developed. OTHER: 12. EEC graduation rates increased by 2% (refer to Goal 1 for detail) 13. Overall drop-out rates did not increase or decrease

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>ACTION #4 (section 3A): 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.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - 2 Self-Contained Teachers (MT 1&2) - 1 ELA & 1 Math Teacher (EEC) - Substitutes for CCSS Teacher Curriculum Development - Curriculum Consultant Support for curriculum development & Data Driven Decision-Making Process through Diploma Plus 	<p>\$258,432 unrestricted Title ID</p> <p>\$1,000 unrestricted</p> <p>\$7,000 unrestricted</p>	<p>SBAC baseline data has yet to be recorded.</p> <p>Curriculum Consultant Support did not occur.</p>	<p>MT 1 \$47,419</p> <p>MT 2 \$71,622</p> <p>ELA Teach EEC \$65,352</p>
<p>Scope of service:</p> <p>MT 1&2, EEC</p>		<p>Scope of service:</p> <p>MT 1&2, EEC</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>expelled youth</u></p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

ACTION #4A (section 3A): 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 21 st Century career and college readiness work skills. SERVICES PROVIDED BY: .4 CTE Teacher Dan Jacobs School .4 CTE Teacher EEC		\$58,156 unrestricted Title ID	.4 CTE Teacher Dan Jacobs School: two .2 teachers. One teaches law enforcement background and one Career Management and Career Exploration. .2 CTE Teacher at Midtown 1 who teaches a combination of Career Exploration/management and Digital Arts. .4 CTE Teacher EEC teaches Career Management, Desktop Publishing, Computer	0.2 Dan Jacobs \$9,526 0.2 Dan Jacobs \$16,628 0.4 EEC \$26,373
Scope of service: Dan Jacobs & EEC <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)___			Scope of service: Dan Jacobs & EEC <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
ACTION #4A (section 3B): 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 21 st Century college and career readiness skills. CONCENTRATED: Priority Level of Support: - Low Income - Expelled Youth - Foster Youth - English Learners		\$28,080 unrestricted	EEC Advisory/CTE teachers support and teach creating resumes, completing job applications, collecting letters of recommendation, and mock interviews. These activities culminate in an interview with local business representatives for students to obtain a Career Ready Certificate. All students in each sub group participate in this activity. Midtown and Dan Jacobs CTE teachers support the online Career Management course through Odysseyware creating resumes, completing job applications, and researching careers; as well as an Administrative Practice course. All students in each sub group participate in this activity.	0.2 EEC: \$13,186 0.2 vacant position
Scope of service: Dan Jacobs, Midtown I, EEC <input type="checkbox"/> ALL			Scope of service: Dan Jacobs, Midtown I, EEC <input type="checkbox"/> ALL	

<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>expelled youth</u></p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>expelled youth</u></p>	
<p>ACTION #4B (section 3B): Increase language and academic proficiency for High CONCENTRATED: Priority Students: 13)English Learners 14)Redesignated ELs 15)Low Income 16)Foster Youth 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</p>	<p>Establish an “Education Learning Center” Providing academic tutoring support \$7,000 Title IA Employ 2 Para-Educators at the Midtown sites \$42,884 unrestricted</p>	<p>EEC: During the fall, a college student was hired as tutor, during school hours, to support Math. Currently, a credentialed Math teacher tutors Algebra, Geometry, and CAHSEE. A CAHSEE prep course was added to the master schedule for intensive support in Math. Restorative practices are utilized throughout the day by all teachers. Restorative circles are held twice weekly during Advisory with the ELA teacher. Academic vocabulary is taught in all courses. MT & Dan Jacobs: the Math teacher provides tutoring to Midtown students for Algebra and Geometry. Dan Jacobs offers support through online programs (Rosetta Stone, Imagine Learning, Burlington English) for beginning EL's through advanced. EDGE curriculum is used in both programs. Youth Development practices are used in both programs. Pam leads restorative circles at Midtown. Dan Jacobs has volunteer tutors in the afternoons.</p>	<p>MT 1 Para: \$4,312 MT 2 Para: \$11,114</p>
<p>Scope of service:</p>	<p>ALL</p>	<p>Scope of service:</p>	<p>ALL</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)<u> </u></p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)<u> </u></p>	

<p>For English learners (section 3B): Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation (10 days)</p>	<p>10 days of training and coaching to support new ELD Standards Implementation \$5,941 Title IA</p>	<p>Teachers received the professional development and coaching services on the new ELD Standards aligned with ELA CCSS. The Director of English Language Learners met with teachers at Midtown and Dan Jacobs to train each in using the EDGE curriculum effectively. The Director met with the Midtown 2 teacher to review academic vocabulary and create scaffolded lessons.</p>	<p>\$6,218</p>
<p>Scope of service: ALL</p> <p>___ALL</p> <p>OR: ___Low Income pupils <input checked="" type="checkbox"/>English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)___</p>		<p>Scope of service: ALL</p> <p>___ALL</p> <p>OR: ___Low Income pupils <input checked="" type="checkbox"/>English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____</p>	
<p>For redesignated fluent English proficient pupils (section 3B):</p> <p>Provide targeted social & academic Tutoring and Mentoring support for Einstein Students in class and outside of class</p> <p>Provide targeted social & academic Tutoring and Mentoring support for Midtown & Dan Jacobs students in the self-contained classrooms</p>	<p>“Education Learning Center” Providing academic tutoring support</p> <p>\$28,080 unrestricted</p> <p>Employ 2 para educators to provide linguistic & academic mentoring & support</p>	<p>The para-educator at Dan Jacobs is bilingual and provides support to EL students.</p> <p>The para-educators at Midtown 1 & 2 provide academic support.</p> <p>Transition Liaison provides social goals and support at all programs.</p>	<p>MT 1 Para: \$4,312 MT 2 Para: \$11,114</p>
<p>Scope of service: ALL</p>		<p>Scope of service: ALL</p>	

<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Due to continued low enrollment in all three court/community schools, the YCOE court/community schools will be restructured effective July 1, 2015. The 7-12 grade instructional program will be offered at various sites through one WASC accreditation and two County District School (CDS) codes.</p> <p>The afternoon volunteer Tutoring Program Coordinator at Juvenile Hall and YCOE Student Services Director will establish and after school and summer learning program to extend the school program beyond the classroom.</p>
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Original GOAL from prior year LCAP:	Goal #5: Evaluate and revise YCOE LCAP annually with stakeholder engagement	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	YCOE will monitor for progress on the student metrics measuring the effectiveness of the increased and improved services	Actual Annual Measurable Outcomes: YCOE is providing monitoring for progress on the student metrics and will revise the YCOE LCAP according to stakeholders input and program evaluation.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services

		Budgeted Expenditures		Estimated Actual Annual Expenditures
ACTION #5: Educational Services will provide technical support in the LCAP development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually. SERVICES PROVIDED BY: Technical Support 16 days		\$9,758 unrestricted	Educational Services provides 16 days of technical support in the development, stakeholder engagement, monitoring, evaluation, reporting, and revision processes for the LCAP.	\$9,947
Scope of service:	ALL		Scope of service:	ALL
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		YCOE is reinstating a Director of Student Services in order to increase monitoring of student metrics and improve effectiveness of the increased and improved services.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:

\$ 262,000

1. 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. The principal, program specialist/counselor and detention officer will also be responsible for increased safety, student & parent engagement, and integration of youth development processes. Bilingual para- educator services have been provided to include English Learner support. The new software is being implemented for more intensive analysis of student data/statistics and progress measurement. Continuing services will include trauma informed care training, common core implementation, professional development, restorative processes, and wrap around services for mental and substance abuse counseling.
2. Within the Alternative Education program, more than 86% 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 district-wide purposes.

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

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

5.56 %

The court and community schools will increase or improve services by 5.56% as described throughout this document. This will be accomplished by enhancing the strategy and focus of the programs 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.

With more than 86% of students considered Low Income, English Learners and Foster Youth, the increased and improved services are being implemented on a district-wide basis.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

APPENDIX: Responsibilities of the foster youth liaison with respect to foster youth in county operated schools

1. Develop and provide trainings on foster youth data policy and practice; provide ongoing consultation to school level staff on foster youth data issues as needed.
2. Develop and provide trainings on foster youth credit policy; provide ongoing consultation to school level staff on foster youth credit issues as needed.
3. Ensure that all school site personnel have training and policy guidance on foster youths' rights to remain in school of origin, and to prompt enrollment and transfer of records, including partial credits, when changing schools. Provide ongoing consultation to school level staff. Engage in ongoing collaboration with other school districts and child welfare agency staff to prevent unnecessary school changes and to ensure foster youth are transported to their school of origin when in their best interest.
4. Initiate and maintain ongoing collaboration with key staff in county child welfare agency, mental health agency, county office of education foster youth services program, foster family agencies and other placement providers, and other entities providing care and services to foster youth within the LEA.

5. Coordinate with the county child welfare agency and placement providers to ensure foster youth who need to make up credits have access to and are encouraged to attend summer enrichment programs that include credit recovery programs.
6. Work with county child welfare agency and placement providers to ensure foster youth have access to and are encouraged to participate in extracurricular activities including sports, music, student clubs, and afterschool enrichment activities; coordinate access to LEA funds made available to allow foster youth to participate in such activities (e.g. for transportation, uniforms, instrument rental, activity fees, etc.).
7. In coordination with child welfare agency and school site staff, develop transition plans for foster youth to postsecondary education and/or vocational programs.
8. Ensure the LEA's SARB Board and Office of Student Discipline, including members of expulsion panels; receive training on the unique educational needs and challenges faced by foster youth.
9. Work with county child welfare agency staff and school site staff to promote engagement by foster youths' caregivers and education rights holders such as participation in parent-teacher conferences and other school site events, IEP meetings, and meetings with foster youth counselors.
10. Develop and train parents participating in the LCFF parent advisory committees on the educational challenges facing foster youth.

APPENDIX: Responsibilities of the county office of education foster youth services program

1. Working with the child welfare agency to minimize changes in school placement.
2. Facilitating the prompt transfer of educational records, including the health and education passport, between educational institutions when placement changes are necessary.
3. Providing education-related information to the child welfare agency to assist the child welfare agency to deliver services to foster children, including, but not limited to, educational status and progress information required for inclusion in court reports by *Section 16010 of the Welfare and Institutions Code*.
4. Responding to requests from the juvenile court for information and working with the court to ensure the delivery or coordination of necessary educational services.
5. Working to obtain and identify, and link children to, mentoring, tutoring, vocational training, and other services designed to enhance the educational prospects of foster children.

6. Facilitating communication between the foster care provider, the teacher, and any other school staff or education service providers for the child.
7. Sharing information with the foster care provider regarding available training programs that address education issues for children in foster care.
8. Referring caregivers of foster youth who have special education needs to special education programs and services.