

## **Introduction:**

### ***Executive Summary***

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

#### **Conditions of Learning**

##### **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*
- \* 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, Walk-through, and Program Implementation checklists)*
- \* Implement the use of the student information system and assessment management system district-wide and at each site.*

#### **Engagement**

##### **2. Provide a structured positive environment and an engaging instructional program based on effective youth development principles.**

- \* DJ and CCCS will continue to address the social and emotional learning of students. Staff will research and select an appropriate framework and strategies i.e., Positive Behavior Intervention and Supports (PBIS).*
- \* DJ and CCCS will focus on implementation of and Restorative Practices.*
- \* Reduce the number of Independent Study students by using the Yolo County Conservation Partnership (YCCP) and create a blended and center-based model.*

#### **Pupil Outcomes**

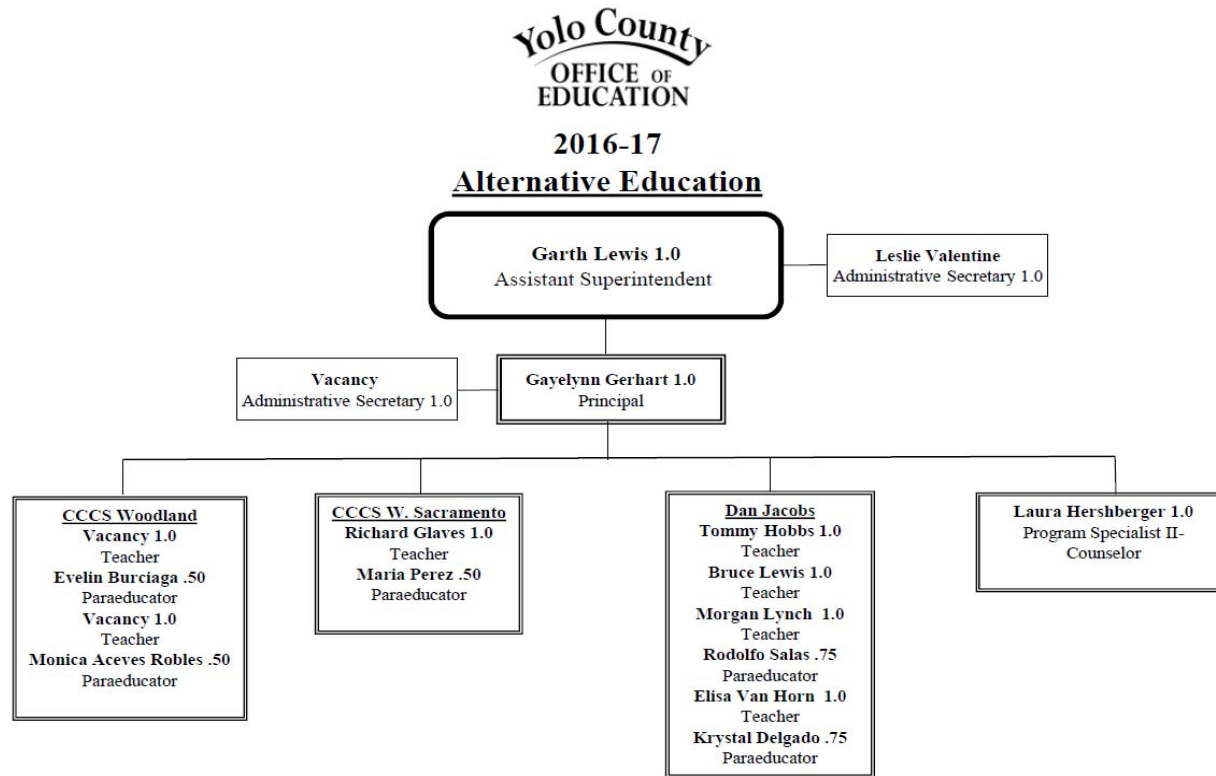
##### **3. Provide an instructional program that prepares students with 21st century college and career readiness skills by assisting students in developing and implementing both short and long term individualized plans focused on: Academic achievement, social/emotional development, and career planning**

- \* YCOE Alternative Education Programs continue to increase "Pupil Outcomes" 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, pro-social adjustment, career & college ready skills, physical education program at DJ*
- \* 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

\* Yolo County Conservation Partnership: Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.

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

5/26/2016

# Cesar Chavez Community School (CCCS)

## Performance-Based System

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

- California Standards-aligned instruction grades 7<sup>th</sup> – 12<sup>th</sup>
- 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?

<b>Involvement Process 2016-2017</b>	<b>Impact on LCAP</b>
<p>DELAC (District English Learner Advisory Committee) (8 participants: Juvenile Hall, Probation, YCOE staff) received an update on the key services targeted at EL’s at each site.            August 5, 2015            November 19, 2015            December 17, 2015            March 22, 2016            May 10, 2016</p>	<p>Suggested a stakeholder group with Dan Jacobs’s students.            Also created EL re-classification criteria:</p> <ul style="list-style-type: none"> <li>• CELDT data</li> <li>• State SBAC results</li> <li>• Star Renaissance</li> <li>• Writing Samples</li> <li>• Teacher progress reports</li> </ul>
<p>Yolo County School Board Trustees and Superintendent Advisory Members (9 participants) received an update of current LCAP implementation and a copy of the internal timeline for YCOE’s LCAP team.            November 17, 2015            March 22, 2016</p>	<p>Board member feedback pertaining to LCAP:</p> <ul style="list-style-type: none"> <li>• Goal 1: implement surveys like Youth Truth in which the data collection can be done online and followed up with focus groups. Allows student voice to be heard.</li> <li>• Add a goal related to attendance. Move Goal 4 to Goal 2.</li> <li>• Yolo Arts Artist in School should be occurring.</li> <li>• Spanish materials in print and digital for DJ and Office of Refugee Resettlement (ORR) students.</li> <li>• Positive calls to parents from teachers/staff on a regular basis</li> </ul>
<p>YGRIP (Youth Gang Reduction, Intervention and Prevention Project) (15 participants: Woodland JUSD, YCOE, Mental Health, Yolo County Sheriff, Woodland PD, Yolo County YMCA, Chamber of Commerce, Public Defender, District Attorney)</p>	<p>No feedback received</p>

<p>November 13, 2015  December 11, 2015  January 8, 2016  February 12, 2016  April 8, 2016  May 13, 2016</p>	
<p>YTAC (Yolo Truancy Abatement Committee) (14 participants: School Districts, Mental Health, Probation, District Attorney, Public Defender) received an update on the key  September 9, 2015  October 14, 2015  January 13, 2016  May 11, 2016</p>	<p>No feedback received</p>
<p>Students to completed questionnaire about LCAP  January 27, 2016  February 5, 2016</p>	<p>Students are pleased with their transition binders because it helps them to see where they are and what they need to do to get back to their home school or graduate. Dan Jacobs students are pleased with the physical education program but would like a pull up bar. Most students feel safe at school and believe they receive positive feedback from teaches, counselor, and principal.</p>
<p>Administrative staff met on the following dates to plan, develop, review information pertaining to the LCAP:  December 18, 2015  February 2, 2016  February 22, 2016  March 23, 2016  April 8, 2016  May 2, 2016</p>	<p>Staff reviewed stakeholder recommendations and integrated the information into the 2016-17, 2017-18, 2018-19 plans.</p>
<p>Staff, CSEA, YEA, received an update on LCAP  April 21, 2016</p>	<p>Staff at DJ is concerned that the first portion of the ILPs are complete but the second portion including their interests/strengths/weaknesses is not complete. Suggestions were made to have teachers involved with the ILP process and STAR Renaissance pre/post testing, possibly allow an hour a week with subs to cover. The Physical Education program was developed and is in process in DJ but discussion needs to take place between YCOE and Juvenile Hall. Inmate’s large muscle activity time is being mixed with the PE time. Overall, administration wants to develop a more intentional program across classrooms to have a consistent message to students.</p>
<p>School Site Council, additional parents, staff, students received an update on LCAP  April 28, 2016</p>	<p>Students would like assistance in applying for scholarships and college applications, increased internship opportunities. They would also like a credit building/financial planning/financial literacy course.</p>



<b>Annual Update: 2015-2016</b>	<b>Annual Update:</b>
<p>DELAC (District English Learner Advisory Committee) (8 participants: Juvenile Hall, Probation, YCOE staff) received an update on the key services targeted at EL's at each site.  August 5, 2015  November 19, 2015  December 17, 2015  March 22, 2016  May 10, 2016</p>	<p>Suggested a stakeholder group with Dan Jacobs's students. Also set new criteria for EL re-classification.</p>
<p>Yolo County School Board Trustees and Superintendent Advisory Members (9 participants) received an update of current LCAP implementation and a copy of the internal timeline for YCOE's LCAP team.  November 17, 2015  March 22, 2016</p>	<p>Board member feedback pertaining to LCAP:</p> <ul style="list-style-type: none"> <li>• Goal 1: implement surveys like Youth Truth in which the data collection can be done online and followed up with focus groups. Allows student voice to be heard.</li> <li>• Add a goal related to attendance. Move Goal 4 to Goal 2.</li> <li>• Yolo Arts Artist in School should be occurring.</li> <li>• Spanish materials in print and digital for DJ and Office of Refugee Resettlement (ORR) students.</li> <li>• Positive calls to parents from teachers/staff on a regular basis</li> </ul>
<p>YGRIP (Youth Gang Reduction, Intervention and Prevention Project) (15 participants: Woodland JUSD, YCOE, Mental Health, Yolo County Sheriff, Woodland PD, Yolo County YMCA, Chamber of Commerce, Public Defender, District Attorney)  November 13, 2015  December 11, 2015  January 8, 2016  February 12, 2016  April 8, 2016  May 13, 2016</p>	<p>No feedback received</p>
<p>YTAC (Yolo Truancy Abatement Committee) (14 participants: School Districts, YCOE, Mental Health, Probation, District Attorney, Public Defender) received an update on the key  September 9, 2015  October 14, 2015  January 13, 2016  May 11, 2016</p>	<p>No feedback received</p>
<p>Administrative staff met on the following dates to plan, develop, review information pertaining to the LCAP:  December 18, 2015</p>	<p>Staff reviewed stakeholder recommendations and integrated the information into the 2016-17, 2017-18, 2018-19 plans.</p>

<p>February 2, 2016  February 22, 2016  March 23, 2016  April 8, 2016  April 18, 2016  May 2, 2016</p>	
<p>Met with students in CCCS and DJ who completed questionnaire about LCAP  January 27, 2016  February 5, 2016</p>	<p>Students are interested in Sacramento Area Youth Speaks (SAYS)</p>
<p>Staff, CSEA, YEA, received an update on LCAP  April 21, 2016</p>	<p>Suggestions were made to:  Dan Jacobs:</p> <ul style="list-style-type: none"> <li>• Have teachers involved with the ILP process and STAR Renaissance pre/post testing; possibly allow an hour a week with subs to cover.</li> <li>• Increase para-educators to ensure one to each classroom.</li> <li>• Increase para-educator hours to allow for full coverage.</li> <li>• Increase staff to ensure 10-1 student-teacher ratio in Office of Refugee Resettlement (ORR) class.</li> <li>• Create a teacher/principal or lead teacher position to be available at all times for necessary administrative duties.</li> <li>• CTE courses: Food handlers and CPR certifications</li> </ul> <p>Dan Jacobs and CCCS:</p> <ul style="list-style-type: none"> <li>• Improve on transitions. Need to provide real time student data and credit information.</li> <li>• Develop a more intentional program across classrooms with a consistent message.</li> <li>• Restructure Independent Study</li> <li>• Yolo County Conservation Partnership</li> <li>• Provide a year-long calendar of activities to staff at the beginning of the year.</li> </ul>
<p>School Site Council, additional parents, staff, students received an update on LCAP  April 28, 2016</p>	<p>Students would like assistance in applying for scholarships and college applications, increased internship opportunities. They would also like a credit building/financial planning/financial literacy course.</p>

## **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?

<b>GOAL:</b>	<b>1. Provide a structured environment in collaboration with other county agencies which improves student:</b> emotional health, social adjustment and successful reintegration to regular school and community settings using pro social behaviors. All Programs/Services and Outcomes described in Goal 1 pertain to all students served through the YCOE Court and Community Schools, including students who have been expelled.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 ___ 4 ___ 5 ___ 6 ___ 7 <u>x</u> 8 ___ COE only: 9 <u>x</u> 10 <u>x</u> Local : Specify _____
<b>Identified Need:</b>	Students who are expelled in Yolo County must have educational options during the term of their expulsion. The Yolo County Office of Education provides services to expelled students in the county at Cesar Chavez Community Schools and Dan Jacobs court school.  Identified Needs: 1. Facilities to meet Williams good/excellent criteria during inspections 2. All teachers to be assigned with appropriate credentials 3. Ensure all students have standards-aligned instructional materials 4. 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		
<b>Goal Applies to:</b>	Schools:	ALL	
	Applicable Pupil Subgroups:	ALL	
<b>LCAP Year 1:2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. 100% of facilities will meet facility inspection criteria  2. 100% of teachers assigned with proper credentials  3. 100% of students will have standards-aligned instructional materials  4. Provide instruction in Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards  5. 100% of foster youth in court community schools will receive coordinated services (refer to attached appendices)		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1A: Effective Implementation and Monitoring:</b> Program implementation will engage parents/community members and provide each student with a seamless 7- 12<sup>th</sup> grade experience aligned to the Common Core State Standards and prepare student for college and career.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Program Specialist/Counselor</li> <li>- Special Education RSP support (ongoing) to students with IEPs. <ul style="list-style-type: none"> <li>- 1.0 FTE RSP Teacher</li> <li>- .75 FTE Para educator</li> <li>- .5 FTE Para educator</li> </ul> </li> </ul>	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>Program Specialist/Counselor \$81,024 Title 1A Salary and benefits</p> <p>Special Education \$89,751 certificated salaries \$69,552 classified salaries \$49,881 benefits \$1,950 supplies \$27,245 Services \$14,303 Indirect</p>
<p><b>1B: Implementation and Program effectiveness will be monitored</b> 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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- School Principal</li> <li>- Williams Compliance Coordinator</li> <li>- Williams Support Operations Services (SOS) Coordinator</li> <li>- Assistant Superintendent of Instructional Services</li> <li>- Alternative Education Leadership team</li> </ul> <p>Data will be shared with school board and stakeholders every November, annually.</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>School Principal \$137,179 LCFF Certificated Supervisor Sal/bens</p> <p>Williams Compliance Coordinator \$30,049 LCFF Classified salary and benefits</p> <p>Williams SOS Coordinator \$2,259 LCFF Classified sal/bens</p>

			Assistant Superintendent Instructional Services \$153, 578 LCFF Certificated sal/bens
<b>1C: Implement the use of the student information system and assessment management system</b> district-wide and at each site. <b>SERVICES:</b> - Illuminate Information & Assessment Data Reporting System - AERIES student system	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)_____	\$2000 Illuminate LCFF Services  \$46,334 Aeries LCFF Services
<b>1D: Continue to provide professional development</b> 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. <b>SERVICES PROVIDED BY:</b> - Illuminate Information & Assessment Data Reporting System	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)_____	Included in 1C
<b>1E: For foster youth:</b> - 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	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Foster Youth Grant \$106,384 Certificated Salary & Benefits \$3,000 Supplies \$33,473 Services \$7,143 Indirect



**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

1. 100% of facilities will meet facility inspection criteria
2. 100% of teachers assigned with proper credentials
3. 100% of students will have standards-aligned instructional materials
4. Provide instruction in Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards
5. 100% of foster youth in court community schools will receive coordinated services (refer to attached appendices)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1A: Implementation and Monitoring:</b> Program implementation will engage parents/community members and provide each student with a seamless 7- 12<sup>th</sup> grade experience aligned to the Common Core State Standards and prepare student for college and career.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Program Specialist/Counselor</li> <li>- Special Education RSP support (ongoing) to students with IEPs.                             <ul style="list-style-type: none"> <li>- 1.0 FTE RSP Teacher</li> <li>- .75 FTE Para educator</li> <li>- .5 FTE Para educator</li> </ul> </li> </ul>	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>Program Specialist/Counselor \$81,024 Title 1A Salary and benefits</p> <p>Special Education \$89,751 certificated salaries \$69,552 classified salaries \$49,881 benefits \$1,950 supplies \$27,245 Services \$14,303 Indirect</p>
<p><b>1B: Implementation and Program effectiveness</b> will be <b>monitored</b> 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</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>School Principal \$137,179 LCFF Certificated Supervisor Sal/bens</p>

<p>maintained learning environment) including the core components of Implementation Science.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- School Principal</li> <li>- Williams Compliance Coordinator</li> <li>- Williams Support Operations Services (SOS) Coordinator</li> <li>- Assistant Superintendent of Instructional Services</li> <li>- Alternative Education Leadership team</li> </ul> <p>Data will be shared with school board and stakeholders every November, annually.</p>			<p>Williams Compliance Coordinator \$30,049 LCFF Classified salary and benefits</p> <p>Williams SOS Coordinator \$2,259 LCFF Classified sal/bens</p> <p>Assistant Supt. Instructional Services \$153, 578 LCFF Certificated sal/bens</p>
<p><b>1C: Implement the use of the student information system and assessment management system</b> district-wide and at each site.</p> <p><b>SERVICES:</b></p> <ul style="list-style-type: none"> <li>- Illuminate Information &amp; Assessment Data Reporting System</li> <li>- AERIES student system</li> </ul>	ALL	<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>\$2000 Illuminate LCFF Services</p> <p>\$46,334 Aeries LCFF Services</p>
<p><b>1D: Professional development</b> 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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Illuminate Information &amp; Assessment Data Reporting System</li> </ul>	ALL	<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>	Included in 1C
<p><b>1E: For foster youth:</b></p> <ul style="list-style-type: none"> <li>- Foster Youth Liaison provides ongoing county-wide trainings and</li> </ul>	ALL	<input type="checkbox"/> ALL	Foster Youth Grant \$106,384

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.		OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Certificated Salary & Benefits \$3,000 Supplies \$33,473 Services \$7,143 Indirect
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**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: needs to be shaded	<ol style="list-style-type: none"> <li>1. 100% of facilities will meet facility inspection criteria</li> <li>2. 100% of teachers assigned with proper credentials</li> <li>3. 100% of students will have standards-aligned instructional materials</li> <li>4. Provide Common Core State Standards (CCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards</li> <li>5. 100% of foster youth in court community schools will receive coordinated services (refer to attached appendices).</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1A: Effective Implementation and Monitoring:</b> Program implementation will engage parents/community members and provide each student with a seamless 7- 12<sup>th</sup> grade experience aligned to the Common Core State Standards and prepare student for college and career.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Program Specialist/Counselor</li> <li>- Special Education RSP support (ongoing) to students with IEPs.               <ul style="list-style-type: none"> <li>- 1.0 FTE RSP Teacher</li> <li>- .75 FTE Para educator</li> <li>- .5 FTE Para educator</li> </ul> </li> </ul>	ALL	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Program Specialist/Counselor \$81,024 Title 1A Salary and benefits  Special Education \$89,751 certificated salaries \$69,552 classified salaries \$49,881 benefits \$1,950 supplies \$27,245 Services \$14,303 Indirect

<p><b>1B: Implementation and Program effectiveness will be monitored</b> 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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- School Principal</li> <li>- Williams Compliance Coordinator</li> <li>- Williams Support Operations Services (SOS) Coordinator</li> <li>- Assistant Superintendent of Instructional Services</li> <li>- Alternative Education Leadership team</li> </ul> <p>Data will be shared with school board and stakeholders every November, annually.</p>	<p>ALL</p>	<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>School Principal \$137,179 LCFF Certificated Supervisor Sal/bens</p> <p>Williams Compliance Coordinator \$30,049 LCFF Classified salary and benefits</p> <p>Williams SOS Coordinator \$2,259 LCFF Classified sal/bens</p> <p>Assistant Superintendent Instructional Services \$153, 578 LCFF Certificated sal/bens</p>
<p><b>1C: Implement the use of the student information system and assessment management system</b> district-wide and at each site.</p> <p><b>SERVICES:</b></p> <ul style="list-style-type: none"> <li>- Illuminate Information &amp; Assessment Data Reporting System</li> <li>- AERIES student system</li> </ul>	<p>ALL</p>	<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>\$2000 Illuminate LCFF Services</p> <p>\$46,334 Aeries LCFF Services</p>

<p><b>1D: Continue to provide professional development</b> 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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Illuminate Information &amp; Assessment Data Reporting System</li> </ul>	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)_____	Included in 1C
<p><b>1E: For foster youth:</b></p> <ul style="list-style-type: none"> <li>- Foster Youth Liaison provides ongoing county-wide trainings and consultation to school level staff on foster youth policy and practice.</li> <li>- Foster Youth Liaison coordinates necessary educational services for foster youth with child welfare agency and juvenile court (see Appendix)</li> <li>- Foster Youth Liaison will meet individually with each foster youth in court/community schools to determine educational needs</li> <li>- Foster Youth Liaison coordinates supplemental tutoring for foster youth upon request.</li> </ul>	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Foster Youth Grant \$106,384 Certificated Salary & Benefits \$3,000 Supplies \$33,473 Services \$7,143 Indirect

GOAL:	<p><b>2. Provide</b> a structured positive environment and an engaging instructional program based on effective youth development principles.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Identified Need:	<p>Identified Needs:</p> <ol style="list-style-type: none"> <li>1. Reduce suspension</li> <li>2. Provide a viable alternative to expulsion (program does not expel)</li> <li>3. Increase attendance</li> <li>4. Reduce chronic absenteeism</li> <li>5. Track middle school dropouts</li> </ol>	

	<ol style="list-style-type: none"> <li>6. Track high School dropouts</li> <li>7. Establish graduation rate for DJ and maintain graduation rate for CCCS</li> <li>8. Refine ILP (Individualized Learning Plan) 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</li> <li>9. Increased parent input on CHKS (California Healthy Kids Survey) and monthly meeting participation</li> <li>10. Increased sense of safety at the teacher, parent, and student level</li> </ol>			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Reduce suspensions by 3% (From 12% to 9%)</li> <li>2. Increase overall attendance to 75%</li> <li>3. Reduce Chronic Absenteeism by 5%</li> <li>4. Calculate accurate dropout rates for middle and high school students using state measure (Lag data – expected August 2016)</li> <li>5. Establish high school completion baseline for DJ and increase the completion rate for CCCS from 32% to 50% of eligible students</li> <li>6. Increase percentage of students who receive award certificate to at least 85%. (Current rate: 31%)</li> <li>7. Establish average number of credit completion rates per student using 15-16 data.</li> <li>8. At least 50% of parents, students, and teachers will provide input data from CHKS</li> <li>9. increase parent meeting participation by 50%</li> </ol>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><b>2A: DJ and CCCS will continue to address the social and emotional</b> learning of students. Staff will research and select an appropriate framework and strategies i.e., Positive Behavior Intervention and Supports (PBIS).</p> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>- Selected Framework</li> <li>- Trauma Informed Care</li> </ul> <p><b>SERVICES:</b> Incentives for Recognitions</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <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>\$10,000 LCFF Services</p> <p>\$2,000 LCFF Supplies</p>
<p><b>2B: DJ and CCCS will focus on implementation</b> of restorative practices.</p> <p><b>INCREASED SERVICES:</b> <b>Priority Level of Support:</b></p> <ol style="list-style-type: none"> <li>1) Expelled Youth</li> <li>2) Low Income</li> <li>3) Foster Youth</li> </ol> <p>Provide a 50% probation officer for 83 school days to engage with students and support restorative practice principles.</p> <p>Provide a 1.0 FTE Youth Advocate. This position will work with students, parents, and staff. The position provides services to students during student hours, conducts home visits, participates in and delivers trainings for staff and parents, and attends court proceedings for students</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 college and career readiness.</p> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>- Restorative Practices (ongoing as needed)</li> <li>- Transition Plan development and implementation</li> </ul>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <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>Probation Officer services Title 1D \$23,842 services</p> <p>Youth Advocate \$40,869 Title 1D Classified salary and benefits</p> <p>Program Specialist/ Counselor included in Action 1A</p>

<b>2C: Provide transportation</b> for students. - Bus Passes - Pick up by staff using YCOE van	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)_____	LCFF \$4,000 classified salary & benefits \$1,000 supplies \$1,500 services
<b>2D: Reduce the number of Independent Study</b> students by using the Yolo County Conservation Partnership (YCCP) and create a blended and center-based model.  <b>SERVICES PROVIDED BY:</b> - YCCP	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)_____	\$0
<b>2E: Educational Services will provide technical support in the LCAP</b> development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually.  <b>SERVICES PROVIDED BY:</b> - Technical Support 17 days	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)_____	LCFF \$9,904 Classified Supervisor Salaries & Benefits \$988 Indirect

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:

1. Reduce suspensions
2. Increase overall attendance
3. Reduce Chronic Absenteeism
4. Calculate accurate dropout rates for middle and high school students using state measure (Lag data, expected August 2017)
5. Increase high school completion rates for DJ and CCCS from of eligible students
6. Increase percentage of students who receive award certificates
7. Increase average number of credit completion rates per student
8. Increase number of parents, students, and teachers will provide input data from CHKS



9. increase parent meeting participation			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>2A: DJ and CCCS will continue to address the social and emotional</b> learning of students. Staff will research and select an appropriate framework and strategies i.e., Positive Behavior Intervention and Supports (PBIS).</p> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>- Selected Framework</li> <li>- Trauma Informed Care</li> </ul> <p><b>SERVICES:</b></p> <p>Incentives for Recognitions</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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$10,000 LCFF Services</p>           <p>\$2,000 LCFF Supplies</p>

<p><b>2B: DJ and CCCS will focus on implementation</b> of restorative practices.</p> <p><b>INCREASED SERVICES:</b>  <b>Priority Level of Support:</b>  <b>1) Expelled Youth</b>  <b>2) Low Income</b>  <b>3) Foster Youth</b></p> <p>Provide a 50% probation officer for 83 school days to engage with students and support restorative practice principles.</p> <p>Provide a 1.0 FTE Youth Advocate. This position will work with students, parents, and staff. The position provides services to students during student hours, conducts home visits, participates in and delivers trainings for staff and parents, and attends court proceedings for students</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 college and career readiness.</p> <p>Professional Development:  - Restorative Practices (ongoing as needed)  - Transition Plan development and implementation</p>	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) _____	Probation Officer services Title 1D \$23,842 services  Youth Advocate \$40,869 Title 1D Classified salary and benefits  Program Specialist/ Counselor included in Action 1A
<p><b>2C: Provide transportation</b> for students.</p> <ul style="list-style-type: none"> <li>- Bus Passes</li> <li>- Pick up by staff using YCOE van</li> </ul>	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) _____	LCFF \$4,000 classified salary & benefits \$1,000 supplies \$1,500 services

<p><b>2D: Reduce the number of Independent Study</b> students by using the Yolo County Conservation Partnership (YCCP) and create a blended and center-based model.</p> <p><b>SERVICES PROVIDED BY:</b> - YCCP</p>	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)_____	\$0
<p><b>2E: Educational Services will provide technical support in the LCAP</b> development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually.</p> <p><b>SERVICES PROVIDED BY:</b> - Technical Support 17 days</p>	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)_____	LCFF \$9,904 Classified Supervisor Salaries & Benefits \$988 Indirect

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Reduce suspensions</li> <li>2. Increase overall attendance</li> <li>3. Reduce Chronic Absenteeism</li> <li>4. Calculate accurate dropout rates for middle and high school students using state measure (Lag data, expected August 2018)</li> <li>5. Increase high school completion rates for DJ and CCCS from of eligible students</li> <li>6. Increase percentage of students who receive award certificates</li> <li>7. Increase average number of credit completion rates per student</li> <li>8. Increase number of parents, students, and teachers will provide input data from CHKS</li> <li>9. increase parent meeting participation</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><b>2A: DJ and CCCS will continue to address the social and emotional learning of students.</b> Staff will research and select an appropriate framework and strategies i.e., Positive Behavior Intervention and Supports (PBIS).</p> <p><b>PROFESSIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>- Selected Framework</li> <li>- Trauma Informed Care</li> </ul> <p><b>SERVICES:</b> Incentives for Recognitions</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 <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 LCFF Services</p>    <p>\$2,000 LCFF Supplies</p>
<p><b>2B: DJ and CCCS will focus on implementation of restorative practices.</b></p> <p><b>INCREASED SERVICES:</b> <b>Priority Level of Support:</b></p> <ol style="list-style-type: none"> <li>1) Expelled Youth</li> <li>2) Low Income</li> <li>3) Foster Youth</li> </ol> <p>Provide a 50% probation officer for 83 school days to engage with students and support restorative practice principles.</p> <p>Provide a 1.0 FTE Youth Advocate. This position will work with students, parents, and staff. The position provides services to students during student hours, conducts home visits, participates in and delivers trainings for staff and parents, and attends court proceedings for students</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 college and career readiness.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>- Restorative Practices (ongoing as needed)</li> <li>- Transition Plan development and implementation</li> </ul>	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>Probation Officer services Title 1D \$23,842 services</p>  <p>Youth Advocate \$40,869 Title 1D Classified salary and benefits</p>  <p>Program Specialist/ Counselor included in Action 1A</p>

<b>2C: Provide transportation</b> for students. - Bus Passes - Pick up by staff using YCOE van	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	LCFF \$4,000 classified salary & benefits \$1,000 supplies \$1,500 services
<b>2D: Reduce the number of Independent Study</b> students by using the Yolo County Conservation Partnership (YCCP) and create a blended and center-based model.  <b>SERVICES PROVIDED BY:</b> - YCCP	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$0
<b>2E: Educational Services will provide technical support in the LCAP</b> development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually.  <b>SERVICES PROVIDED BY:</b> - Technical Support 17 days	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	LCFF \$9,904 Classified Supervisor Salaries & Benefits \$988 Indirect

<b>GOAL:</b>	<b>3. Provide an instructional program that prepares students with 21<sup>st</sup> century college and career readiness skills</b> <b>by:</b> <ul style="list-style-type: none"> <li>Assisting students in developing and implementing both short and long term individualized plans focused on: Academic achievement, social/emotional development, and career planning</li> </ul>	Related State and/or Local Priorities: 1___ 2___ 3___ 4 <input checked="" type="checkbox"/> 5___ 6___ 7___ 8 <input checked="" type="checkbox"/> COE only: 9___ 10___ Local : Specify _____
<b>Identified Need:</b>	Identified Needs: Our students who 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. Eleventh grade students have the option of sharing their EAP scores with universities as part of their SBAC. <ol style="list-style-type: none"> <li>Ensure instructional alignment with California Common Core State Standards (CCCSS) English Language Arts (ELA) and Math, Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards</li> <li>Give students access to/enrollment in a broad course of study (no drivers education or AP courses available)</li> <li>Establish English Learner reclassification rate</li> <li>Continue a Career Technical Education (CTE) sequence of courses (A-G requirement not applicable)</li> </ol>	

5. Teach pro-social behavior choices to students

6. Provide English Learner academic support

Provide State Assessments:

7. CAHSEE (suspended 16-17 school year)

8. SBAC (includes EAP)

9. Increase student performance on each area measured by Annual Measurable Achievement Objectives (AMAO's)1-3

Provide Local Assessments

10. STAR Renaissance in ELA/Math

11. Performance Rubrics

12. ILP (Individualized Learning Plan) for the court/community schools to assist in student transitions with indicators tied to:

credits earned in: English, math, social studies, science, arts, physical education, foreign language, Career Technical Education, (no driver's education), post-secondary planning, and individual goals.

Goal Applies to:

Schools: ALL

Applicable Pupil Subgroups:

ALL

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:

State Assessments:

1. CAHSEE (suspended 16-17 school year)

2. SBAC (EAP): meet participation rate of 95%; report grade level scores where there are 11+ students at a given grade level

3. CELDT – at least 85% of students will improve by one proficiency level, year over year

Local Assessments:

4. STAR Renaissance, increase student performance:

- a. Math at D.J from 0.8 to 1.0; CCCS from 0.4 to 0.6 (Grade level equivalence)
- b. Reading at DJ from 1.6 to 1.8; CCCS from -0.4 to +0.2 (Grade level equivalence)

5. Establish baseline of average credits earned toward graduation

OTHER:

- 6. 100% of students will have access to/enrollment in a broad course of study
- 7. Establish English learner reclassification rate
- 8. 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>3A: YCOE</b> Alternative Education Programs continue to increase “Pupil Outcomes” 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"> <li>- credit towards graduation</li> <li>- pro-social adjustment</li> <li>- career &amp; college ready skills</li> <li>- physical education program at DJ</li> </ul> <p>SERVICES: Evaluate effectiveness of ILP Form and revise as needed.</p> <ul style="list-style-type: none"> <li>• The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. The ILP will help students prepare to transition back to their home schools, as per their rehabilitation plans, or use CCCS as their pathway to career and college readiness.</li> </ul> <p>Evaluate the physical education program at DJ to confirm alignment with State Graduation Requirements including Health</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>\$238,057 LCFF salary and benefits (2.75 FTE teachers)</p> <p>\$27,136 Title 1D salary and benefits (0.25 FTE teachers)</p> <p>Program Specialist/ Counselor included in Action 1A</p> <p>Principal included in Action 1A</p>

<p>and Fitness regulations. Revisions will be made as needed.</p> <p><b>SERVICES PROVIDED BY:</b>          Consultations from:          - 3 Self-Contained Teachers at court and community school sites          - Program Specialist/Counselor          - Parents          - Principal          - Probation Officer          - Foster Youth Liaison</p>			<p>Probation Officer included in Action 2B</p> <p>Foster Youth Liaison included in Action 1E</p>
<p><b>3B: Increase Proficiency in Reading/ELA &amp; Mathematics:</b> the percentage of all students (including English learners, students with disabilities, socioeconomically disadvantaged, and Latino) achieving proficiency and above will increase according to targets set by the state.</p> <p><b>SERVICES PROVIDED BY:</b>          - 3 Self-Contained Teachers at court and community school sites</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <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>	Included in Action 3A
<p><b>3C: Develop technical skills</b> via Career Technical Education (CTE) during the school day and/or after school that may lead to internship or employment opportunity required for the 21<sup>st</sup> Century career and college readiness work skills. Pilot Get Focused, Stay Focused curriculum for CCCS students and provide food handler and CPR certifications for DJ students.</p> <p><b>SERVICES PROVIDED BY:</b>          .4 CTE Teacher at DJ and CCCS Woodland site</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <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>.2 FTE teacher Title 1, Part D included in Action 3A</p> <p>0.2 FTE teacher \$12,665 CTE Incentive Grant Salary &amp; Benefits</p>
<p><b>3D: Increase language and academic proficiency CONCENTRATED:</b>  <b>Priority Students:</b>          1) English Learners          2) Redesignated ELs          3) Low Income          4) Foster Youth</p> <p>Implement Performance Rubrics: Growth toward Proficient must be met in all areas.</p> <p>Provide targeted social &amp; academic Tutoring and Mentoring support for CCCS Students in class and outside of class</p>	ALL	<p><input checked="" type="checkbox"/> ALL</p> <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>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall</p> <p>Assistant Superintendent Instructional Services included</p>



<p>Provide targeted social &amp; academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and the after school program</p> <p>Provide literacy instruction in partnership with the Alternative Education instructional staff.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>2) Juvenile Hall Tutoring Program Coordinator</li> <li>3) Juvenile Hall volunteers</li> <li>4) 1 Assistant Superintendent of Instructional Services</li> <li>5) 3 DJ Teachers</li> <li>6) 2 DJ Para educators</li> <li>7) 2 CCCS Para educators</li> <li>8) CCCS volunteer tutors</li> </ul>			<p>in Action 1B</p> <p>DJ Teachers included in Action 3A</p> <p>\$148,977 LCFF classified salaries and benefits</p>
<p><b>3E: Provide enrichment activities:</b></p> <p>Research and provide financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p> <p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.</p>	ALL	<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>	\$5,000 LCFF services
<p><b>3F: Strategic Planning:</b></p> <p>Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities for instructional and support staff. With a minimum of two follow-up sessions throughout the school year.</p>	ALL	<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>	\$0

<p><b>3G: Yolo County Conservation Partnership:</b> Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.</p>	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)_____	\$0
<p><b>3H: For English learners:</b> Professional Development &amp; Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation <b>SERVICES PROVIDED BY:</b> - Program Specialist ELA/ELD Coach</p>	ALL	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Student Services Reserve Program Specialist \$94,503 Certificated Supervisor Salary & Benefits \$1,000 Supplies \$5,592 services \$10,089 Indirect

**LCAP Year 2: 2017-18**

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>State Assessments:</p> <ol style="list-style-type: none"> <li>1. CAHSEE (or state approved equivalent)</li> <li>2. SBAC (EAP): meet participation rate of 95%; report grade level scores where there are 11+ students at a given grade level</li> <li>3. CELDT – at least 85% of students will improve by one proficiency level, year over year</li> </ol> <p>Local Assessments:</p> <ol style="list-style-type: none"> <li>4. STAR Renaissance, increase student performance: <ol style="list-style-type: none"> <li>a. Math at D.J and CCCS determined by 16-17 data (Grade level equivalence)</li> <li>b. Reading at DJ and CCCS determined by 16-17 data (Grade level equivalence)</li> </ol> </li> <li>5. Increase average credits earned toward graduation</li> </ol> <p>OTHER:</p>
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- 6. 100% of students will have access to/enrollment in a broad course of study
- 7. Increase English learner reclassification rate
- 8. 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>3A: YCOE</b> Alternative Education Programs continue to increase “Pupil Outcomes” 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"> <li>- credit towards graduation</li> <li>- social-emotional adjustment</li> <li>- career &amp; college ready skills</li> <li>- physical education program at DJ</li> </ul> <p>SERVICES: Evaluate effectiveness of ILP Form and revise as needed.</p> <ul style="list-style-type: none"> <li>• The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. The ILP will help students prepare to transition back to their home schools, as per their rehabilitation plans, or use CCCS as their pathway to career or college.</li> </ul> <p>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><b>SERVICES PROVIDED BY:</b> Consultations from:</p> <ul style="list-style-type: none"> <li>- 3 Self-Contained Teachers at court and community school sites</li> <li>- Program Specialist/Counselor</li> <li>- Parents</li> <li>- Principal</li> <li>- Probation Officer</li> </ul>	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>\$238,057 LCFF salary and benefits (2.75 FTE teachers)</p> <p>\$27,136 Title 1D salary and benefits (0.25 FTE teachers)</p> <p>Program Specialist/Counselor included in Action 1A</p> <p>Principal included in Action 1A</p> <p>Probation Officer included in Action 2B</p> <p>Foster Youth Liaison included in Action 1E</p>

- Foster Youth Liaison			
<b>3B: Increase Proficiency in Reading/ELA &amp; Mathematics:</b> 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. <b>SERVICES PROVIDED BY:</b> - 3 Self-Contained Teachers at court and community school sites	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)_____	Included in Action 3A
<b>3C: Develop technical skills</b> via Career Technical Education (CTE) during the school day and/or after school that may lead to internship or employment opportunity required for the 21 <sup>st</sup> Century career and college readiness work skills. Incorporate Get Focused, Stay Focused curriculum for CCCS students and provide food handler and CPR certifications for DJ students. <b>SERVICES PROVIDED BY:</b> .4 CTE Teacher at DJ and CCCS Woodland site	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)_____	.2 FTE teacher Title 1, Part D included in Action 3A  0.2 FTE teacher \$12,665 CTE Incentive Grant Salary & Benefits
<b>3D: Increase language and academic proficiency CONCENTRATED:</b> <b>Priority Students:</b> 1) English Learners 2) Redesignated ELs 3) Low Income 4) Foster Youth Implement Performance Rubrics: Growth toward Proficient must be met in all areas.  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  Provide literacy instruction in partnership with the Alternative Education instructional staff.	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)_____	JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall  Assistant Superintendent Instructional Services included in Action 1B  DJ Teachers included in Action 3A  \$148,977 LCFF classified salaries

<b>SERVICES PROVIDED BY:</b> - Juvenile Hall Tutoring Program Coordinator - Juvenile Hall volunteers - 1 Assistant Superintendent of Instructional Services - 3 DJ Teachers - 2 DJ Para educators - 2 CCCS Para educators - CCCS volunteer tutors			& benefits
<b>3E: Provide enrichment activities:</b> Research and provide financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.  Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,000 LCFF services
<b>3F: Strategic Planning:</b> Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities including instructional and support staff. With a minimum of three follow-up sessions throughout the school year.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$0
<b>3G: Yolo County Conservation Partnership:</b> Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.	ALL	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$0
<b>3H: For English learners:</b> Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation <b>SERVICES PROVIDED BY:</b> - Program Specialist ELA/ELD Coach	ALL	___ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Student Services Reserve Program Specialist \$94,503 Certificated Supervisor Salary

& Benefits  
 \$1,000 Supplies  
 \$5,592 services  
 \$10,089 Indirect

**LCAP Year 3: 2018-19**

Expected Annual  
 Measurable  
 Outcomes:

State Assessments:

1. CAHSEE (or state approved equivalent)
2. SBAC (EAP): meet participation rate of 95%; report grade level scores where there are 11+ students at a given grade level
3. CELDT – at least 85% of students will improve by one proficiency level, year over year

Local Assessments:

4. STAR Renaissance, increase student performance:
  - a. Math at D.J and CCCS determined by 17-18 data (Grade level equivalence)
  - b. Reading at DJ and CCCS determined by 17-18 data (Grade level equivalence)

5. Increase average credits earned toward graduation

OTHER:

6. 100% of students will have access to/enrollment in a broad course of study
7. Increase English learner reclassification rate
8. 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>3A: YCOE</b> Alternative Education Programs continue to increase “Pupil Outcomes” 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:	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$238,057 LCFF salary and benefits (2.75 FTE teachers)

<ul style="list-style-type: none"> <li>- credit towards graduation</li> <li>- social-emotional adjustment</li> <li>- career &amp; college ready skills</li> <li>- physical education program at DJ</li> </ul> <p>SERVICES: Evaluate effectiveness of ILP Form and revise as needed.</p> <ul style="list-style-type: none"> <li>• The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team. The ILP will help students prepare to transition back to their home schools, as per their rehabilitation plans, or use CCCS as their pathway to career or college.</li> </ul> <p>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><b>SERVICES PROVIDED BY:</b> Consultations from:</p> <ul style="list-style-type: none"> <li>- 3 Self-Contained Teachers at court and community school sites</li> <li>- Program Specialist/Counselor</li> <li>- Parents</li> <li>- Principal</li> <li>- Probation Officer</li> <li>- Foster Youth Liaison</li> </ul>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$27,136 Title 1D salary and benefits (0.25 FTE teachers)</p> <p>Program Specialist/ Counselor included in Action 1A</p> <p>Principal included in Action 1A</p> <p>Probation Officer included in Action 2B</p> <p>Foster Youth Liaison included in Action 1E</p>
<p><b>3B: Increase Proficiency in Reading/ELA &amp; Mathematics:</b> 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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- 3 Self-Contained Teachers at court and community school sites</li> </ul>	<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 3A</p>
<p><b>3C: Develop technical skills</b> via Career Technical Education (CTE) during the school day and/or after school that may lead to internship or employment opportunity required for the 21<sup>st</sup> Century career and college readiness work skills. Incorporate Get Focused, Stay Focused curriculum for CCCS students and provide food handler and CPR certifications for DJ students.</p> <p><b>SERVICES PROVIDED BY:</b></p>	<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>.2 FTE teacher Title 1, Part D included in Action 3A</p> <p>0.2 FTE teacher \$12,665 CTE</p>

.4 CTE Teacher at DJ and CCCS Woodland site			Incentive Grant Salary & Benefits
<p><b>3D: Increase language and academic proficiency</b>  <b>CONCENTRATED:</b>  <b>Priority Students:</b>  <b>1) English Learners</b>  <b>2) Redesignated ELs</b>  <b>3) Low Income</b>  <b>4) Foster Youth</b></p> <p>Implement Performance Rubrics: Growth toward Proficient must be met in all areas.</p> <p>Provide targeted social &amp; academic Tutoring and Mentoring support for CCCS Students in class and outside of class</p> <p>Provide targeted social &amp; academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and an after school program</p> <p>Provide literacy instruction in partnership with the Alternative Education instructional staff.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Juvenile Hall Tutoring Program Coordinator</li> <li>- Juvenile Hall volunteers</li> <li>- 1 Assistant Superintendent of Instructional Services</li> <li>- 3 DJ Teachers</li> <li>- 2 DJ Para educators</li> <li>- 2 CCCS Para educators</li> <li>- CCCS volunteer tutors</li> </ul>	ALL	<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>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall</p> <p>Assistant Superintendent Instructional Services included in Action 1B</p> <p>DJ Teachers included in Action 3A</p> <p>\$148,977 LCFF classified salaries and benefits</p>
<p><b>3E: Provide enrichment activities:</b>  Research and provide financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p> <p>Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and</p>	ALL	<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>	\$5,000 LCFF services



photography as well a musical presentation through Blues in the School.			
<b>3F: Strategic Planning:</b> Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities including instructional and support staff. With a minimum of three follow-up sessions throughout the school year.	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)_____	\$0
<b>3G: Yolo County Conservation Partnership:</b> Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.	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)_____	\$0
<b>3H: For English learners:</b> Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation <b>SERVICES PROVIDED BY:</b> - Program Specialist ELA/ELD Coach	ALL	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Student Services Reserve Program Specialist \$94,503 Certificated Supervisor Salary & Benefits \$1,000 Supplies \$5,592 services \$10,089 Indirect

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.**

Original GOAL from prior year LCAP:	<b>1. Provide a structured environment in collaboration with other county agencies which improves student:</b> attendance, emotional health, social adjustment and successful reintegration to regular school and community settings using acceptable civic and social behaviors.	Related State and/or Local Priorities: 1_x 2_x 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9_x 10_x 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"> <li>1. 100% of facilities will meet facility inspection criteria</li> <li>2. 90% of teachers assigned with proper credentials</li> <li>3. 100% of students will have standards-aligned instructional materials</li> <li>4. 100% of foster youth in court community schools will receive coordinated services (refer to attached appendices)</li> <li>5. 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</li> <li>6. Establish a 75% combined attendance rate using 14-15 P-Annual as baseline</li> <li>7. Establish high school graduation rate for DJ and maintain CCCS new diploma program at 24%</li> <li>8. Qualitative &amp; Quantitative Services Report by Program Specialist/Counselor</li> <li>9. Summary Report of Transition Requirements Met from individual student transition plans</li> <li>10. Increased parent input on CHKS and monthly meeting participation</li> <li>11. Increased sense of safety at the teacher, parent, and student level</li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 100% of facilities met inspection criteria</li> <li>2. 100% of teachers assigned had proper credentials</li> <li>3. 100% of students had standards-aligned instructional materials</li> <li>4. 100% of foster youth received coordinated services</li> <li>5. Established a new baseline for 1<sup>st</sup> semester suspensions due to Alt Ed restructure:           <ol style="list-style-type: none"> <li>a. Dan Jacobs: 22 suspensions of 195 enrolled = 11%</li> <li>b. CCCS 13 suspensions of 96 enrolled = 14%</li> <li>c. Combined suspensions 35/391 = 12%</li> </ol> </li> <li>6. A new baseline combined attendance rate will be determined July, 2016</li> <li>7. High School graduation rate not established for DJ; CCCS 15-16: 10 of 17 students with who began the year with 90+ credits and 14 Seniors with &lt;90 credits = 32%</li> <li>8. This metric is addressed in actions and services.</li> <li>9. This metric is addressed in actions and services.</li> <li>10. 2015-16 CHKS surveys have not been completed for 15-16 but will be conducted 16-17, 17-18, and 18-19. Parent meetings take place every six weeks.</li> <li>11. Input from student questionnaires shows that students feel safe at school (16 of 17 students feel safe).</li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<b>ACTION #1 Effective Implementation and Monitoring:</b> Program implementation will engage parent's/community members and	\$49,944 LCFF	The Program Specialist/Counselor provided service to student's LEA-wide. Six students have transitioned.	Title IA Program Specialist

<p>provide each student with a seamless 7- 12<sup>th</sup> grade experience aligned to the Common Core State Standards and prepare student for college and career.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Program Specialist/Counselor</li> <li>- Special Education RSP support (ongoing) to students with IEPs.</li> </ul>	<p>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>The Special Education RSP support was provided to CCCS and DJ sites.</p>	<p>/Counselor - \$58,091 Salary/benefits</p> <p>Special Education RSP Support \$202,272 Sal/bens \$1,907 supplies \$3,206 travel/conference \$54 dues \$9,142 direct costs \$911 professional/ consulting services \$21,771 indirect costs</p>
<p>Scope of service: ALL</p> <p><input checked="" type="checkbox"/> ALL</p> <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"/>  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: ALL</p> <p><input checked="" type="checkbox"/> ALL</p> <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  <input type="checkbox"/> Subgroups:(Specify)_____</p>	
<p><b>ACTION#1A:</b> Help students prepare to transition back to their home schools or use CCCS as their pathway to career or college.</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- Program Specialist/Counselor</li> </ul>	<p>Included in Action #1</p>	<p>Program Specialist/Counselor assisted eligible students in preparation for transition back to their home schools or college. Six students have transitioned based on their referring agency's rehabilitation plans.</p>	<p>Included in Action #1</p>
<p>Scope of service: ALL</p> <p><input checked="" type="checkbox"/> ALL</p> <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"/>  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>Scope of service: ALL</p> <p><input checked="" type="checkbox"/> ALL</p> <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  <input type="checkbox"/> Subgroups:(Specify)_____</p>	

<p><b>ACTION#1B:</b> Implementation and Program effectiveness will be <b>monitored</b> 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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>- School Principal</li> <li>- Williams Compliance Coordinator</li> <li>- Williams Support Operations Services Director</li> </ul> <p>Data will be shared with school board and stakeholders every November, annually.</p>	<p>\$12,949 Title 1A Other Supplemental Education</p> <p>\$148,716 LCFF County Community School Juvenile Courts Classified and Certificated Supervisor Salaries and Benefits</p>	<p>School Principal supported program implementation by monitoring academic achievement in ELA and Math, ILPs and IEPs, and tracking truancy and suspension rates.</p> <p>Mental Health Intern assisted the principal in setting up ILPs in DJ and CCCS</p> <p>The Williams Compliance Coordinator and the Williams Support Operations Services Director provided an annual review of CCCS sites to ensure each student had standards-aligned instructional materials. And facilities are well maintained.</p> <p>The Williams Compliance Coordinator worked with YCOE human resources and the Director of Curriculum, Instruction, &amp; Student Services to ensure that all teachers were credentialed</p> <p>An LCAP update was shared with the school board and stakeholders in November, 2015. The Williams Compliance visits did not take place until December, 2015</p>	<p>County Community Schools Juvenile Courts Principal \$141,926 sal/bens</p> <p>LCFF Williams Coordinator \$31,311 sal/bens</p> <p>LCFF Williams SOS \$3,397 sal/bens</p>
<p>Scope of service: 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>Scope of service: 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 <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	
<p><b>ACTION#1C:</b> Implement the use of the <b>student information system and assessment management system</b> district-wide and at each site.</p> <p><b>SERVICES:</b></p> <ul style="list-style-type: none"> <li>- Illuminate Information &amp; Assessment Data Reporting System</li> <li>- AERIES student system</li> </ul>	<p>\$2,828 Illuminate LCFF County Community School Juvenile Courts</p> <p>\$48,432 Aeries LCFF</p>	<p>AERIES students' system is used at all sites. Illuminate is in the process of implementation.</p>	<p>Illuminate: \$2,472.50 LCFF County Community School Juvenile Courts</p> <p>Aeries: \$48,432 LCFF County</p>

	County Community School Juvenile Courts		Community School Juvenile Courts
Scope of service: ALL		Scope of service: ALL	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>ACTION#1D:</b> Continue to provide <b>professional development</b> 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. <b>SERVICES PROVIDED BY:</b> - Illuminate Information & Assessment Data Reporting System	\$1500 LCFF County Community School Juvenile Courts	Teachers and staff have received initial trainings in Illuminate. A leadership team for Illuminate implementation has been established and includes the following members: Program Specialist, Teacher from DJ, and IT support team member	Included in Action #1C
Scope of service: ALL		Scope of service: ALL	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<b>For foster youth (section 3B):</b> - 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)	\$107,884 Foster Youth Grant Other Supplemental Education	<b>Tutoring for foster youth:</b> We only had five foster youth in our court/community schools. Tutoring that is available to all students in our court/community schools was provided to foster youth. When necessary, additional tutoring can be provided by Foster Youth Services. However, this year there were no requests for tutoring to be provided by Foster Youth Services.  <b>Foster Youth Liaison provides ongoing training and consultation to school level staff on foster youth policy and practice:</b> Foster	Foster Youth Grant \$108,804 salary and benefits \$3,000 supplies \$3,500 travel and conference \$4,583 direct costs \$22,970 professional/

<p>Provide Trauma Informed Care professional development to school level staff</p>		<p>youth liaison attends bi-monthly case management meetings and consults with court/community staff on needs of foster youth. Staff is provided information on laws pertaining to the education rights of foster youth (immediate enrollment, credit completion, school lunch, records transfer, etc.).</p> <p><b>Foster Youth Liaison coordinates necessary educational services for foster youth with child welfare agency and juvenile court:</b> Foster Youth Liaison coordinates with juvenile court, child welfare, probation, foster care providers, and court/community school staff to ensure foster youth receive appropriate services in the areas of: school enrollment, credit completion, records transfer, transportation, school lunch, discipline, and attendance support.</p> <p><b>Trauma Informed-</b> Court/community school staff received Trauma Informed training.</p>	<p>consulting services \$7,143 indirect costs</p>
<p>Scope of service: 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>Removed Priorities 3, 5, and 6. These will be addressed in the 16-19 Goal 2.</li> <li>Metric #9: Graduation data has been revised to high school completion data and the number of graduates are divided by the number of students who entered the school year with 90+ credits and Seniors rather than total enrollment.</li> <li>Metrics: #8 (Qualitative &amp; Quantitative Services Report by Program Specialist/Counselor) and #9 (Summary Report of Transition Requirements Met from individual student transition plans) are addressed in actions and services. Therefore, in 16-19 Goal 2, #8 will become: Establish average number of credit completion rates per student using 15-16 data as baseline; and #9 will become: 100% of eligible CCCS and DJ students have ILPs that are monitored regularly.</li> <li>Metric #10: 2015-16 CHKS surveys have not been completed for 15-16 but will be conducted during the 16-17, 17-18, and 18-19 school years. CHKS will be completed during parent meetings and/or home visits. Staff and students will participate in the survey during the school day. This plan will be implemented for the entire period covered in the</li> </ul>		

Original GOAL from prior year LCAP:	<b>2. Assist students in developing and implementing both short and long term individualized plans focused on:</b> - Academic achievement - social/emotional development - career planning	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5 <u>x</u> 6 <u>x</u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u>x</u> 10 <u>x</u> Local : Specify _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 90% of teacher assignments will have appropriate credentials</li> <li>2. 100% of students will have standards-aligned instructional materials</li> <li>3. 100% of foster youth and expelled pupils, enrolled in YCOE court/community schools will receive state standard-aligned instruction</li> <li>4. 100% of student will have access to/enrollment in a broad course of study</li> <li>5. 0% of our students have chosen to participate in the voluntary EAP program.</li> <li>6. Establish English learner reclassification rate</li> <li>7. 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</li> <li>8. Reduced suspensions</li> <li>9. Increased attendance</li> <li>10. Numbers of award certificates earned</li> </ol>	Actual Annual Measurable Outcomes:  <ol style="list-style-type: none"> <li>1. 100% of teachers have appropriate credentials</li> <li>2. 100% of students had standards-aligned instructional materials</li> <li>3. 100% of foster youth enrolled had access to tutoring and Odysseyware. AB 167 is implemented by Alternative Education</li> <li>4. 100% of student will have access to/enrollment in a broad course of study</li> <li>5. 23 students are eligible to test. Results are lag data.</li> <li>6. EL reclassification rate criteria have been identified</li> <li>7. 100% of students currently 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</li> <li>8. New combined suspension rate baseline has been established for the 1<sup>st</sup> semester 35 suspensions of 291 enrolled = 12%</li> <li>9. A new baseline combined attendance rate will be determined July, 2016</li> <li>10. Number of award certificates earned: 30</li> </ol>
2016-2019 LCAP. <ul style="list-style-type: none"> <li>• Action 1A: Help students prepare to transition back to their home schools or use CCCS as their pathway to career or college will be eliminated because transitions are referred to in 16-19 Goal 3.</li> </ul>		



**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>ACTION #2</b> 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"> <li>- credit towards graduation</li> <li>- social-emotional adjustment</li> <li>- career &amp; college ready skills</li> <li>- physical education program at DJ</li> </ul> <p><b>SERVICES:</b> Develop and implement ILP Form</p> <ul style="list-style-type: none"> <li>• The form will be used by students for goal-setting, reflection, assessment and growth in targeted areas in consultation with educational team.</li> </ul> <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><b>SERVICES PROVIDED BY:</b> Consultations from:</p> <ul style="list-style-type: none"> <li>- 4 Self-Contained Teachers at court and community school sites</li> <li>- 0.4 Independent Study Teacher for CCCS</li> <li>- Program Specialist/Counselor</li> <li>- Parents</li> <li>- Principal</li> <li>- Detention Officer</li> <li>- Foster Youth Liaison</li> </ul> <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 <b>Truancy</b> and <b>Suspension</b> rates.</p> <p><b>SERVICES:</b> Incentives for Recognitions</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>	<p>The ILP form was created and the majority of eligible students currently have ILP goals that students will complete with their teacher/advisor on a regular basis and/or by program entry and exit dates in CCCS. In DJ the students have completed the first portion of the ILP but must complete the second portion that includes interests, strengths, College and Career planning and weaknesses.</p> <p>The physical education program was developed and is being implemented at DJ.</p> <p>Due to the limited services the Detention Officer was able to provide, the decision was made to pay an additional \$15,526.00 for the services of a Probation Officer.</p> <p>Additionally, a Variable Services Agreement (VSA) was entered into for a Youth Advocate for CCCS. This position was hired to work with students, parents, and staff. The position provides services to students during student hours, conducts home visits, participates in and delivers trainings for staff and parents, and attends court proceedings for students. Additional cost of \$17,936</p> <p>Incentives such as pizza, and gift cards were purchased and donated by staff.</p>	<p>LCFF \$384,020 salary and benefits (5.95 FTE teachers)</p> <p>Title 1D \$24,168 salary and benefits (0.25 FTE teachers)</p> <p>Title 1D Detention/ Probation Officer \$14,979 sub agreements for services \$25,000 professional/ consulting services</p> <p>Title 1D \$17,936 salary and benefits (Youth Advocate VSA for 670 hours)</p> <p>Incentives were donated by staff.</p>

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)_____	

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

- The EAP is now part of the 11<sup>th</sup> grade SBAC. Information will be received on the number of students who took the test and their college readiness will be reviewed at that time.
- YCOE will continue the contract with the Yolo County Probation Department for a Probation Officer position to be on site at CCCS.
- The Youth Advocate position was added as a Variable Service Agreement and is recommended to become a YCOE employee position.
- Assessment data is not currently included in the ILP's but will be considered in 16-17.
- Integrate Goal 2 into Goal 4 (Goal 2 will be eliminated and Goal 4 will become 16-19 Goal 3 with Priorities 4 & 8)

Original GOAL from prior year LCAP:	<b>3. Minimize suspensions</b> 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 <input checked="" type="checkbox"/> 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ 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:	1. Reduction of Suspensions by 3% at Dan Jacobs (DJ) and Cesar Chavez Community School (CCCS) 2. Establish a 75% combined attendance rate 3. Establish dropout rates in middle and high school 4. Establish graduation baseline for DJ and maintain graduation rate for CCCS 5. ILP Summary Report of indicators achieved 6. Parent input data from CHKS and monthly meeting participation	Actual Annual Measurable Outcomes:	1. New combined suspension baseline 12% (refer to Goal 1 for detail) 2. Combined attendance rate 14-15 P-Annual 84 (a new baseline will be established July 2016 due to the Alt Ed restructure) 3. 2014-15 Dropout rates: DJ 0% and CCCS 22% (11 out of 50) 4. Graduation rates 32% (refer to Goal 1 for detail) 5. ILP is met with a variety of indicators 6. CHKS has not been conducted 2015-16, but will be conducted 16-17, 17-18, and 18-19.
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><b>ACTION #3:</b> DJ and CCCS will focus on youth development and approach student learning with a “growth mindset” that will reduce <b>Truancy</b> and <b>Suspension</b> rates.</p> <p><b>SERVICES:</b> Professional Development provided by the Youth Development Institute in: - Youth Development Network strategies - 40 Developmental Assets</p>	<p>\$11,000 Title 1A Other Supplemental Education</p>	<p>The Youth Development Network did not provide services this year.</p> <p>Victor Community Services provided youth development, including training on Real Colors, Girls Empowerment, and Teen parenting at no charge.</p>	<p>YDN: \$0</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><b>ACTION #3A</b> DJ and CCCS will focus on implementation of youth developmental assets and restorative practices.</p> <p><b>INCREASED SERVICES:</b></p> <p><b>Priority Level of Support:</b></p> <p>1) <b>Expelled Youth</b></p> <p>2) <b>Low Income</b></p> <p>3) <b>Foster Youth</b></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:</p> <ul style="list-style-type: none"> <li>- Restorative Practices (ongoing as needed)</li> <li>- Trauma Informed Care</li> </ul>	<p>Detention Officer included in Action 2</p> <p>Program Specialist/Counselor included in Action 1</p> <p>\$7,000</p> <p>Title 1D</p> <p>County</p> <p>Community School</p>	<p>0.5 FTE detention officer was hired through the Yolo County Probation Department. However, due to the limitations of this position, the decision was made to contract with the Yolo County Probation Department for a Probation Officer.</p> <p>Additionally, the Youth Advocate position provides services to students during student hours, conducts home visits, participates in and delivers trainings for staff and parents, and attends court proceedings for students.</p> <p>1.0 FTE Program Specialist/Counselor was hired.</p> <p>Dr. Francisco Reveles was contracted to provide staff training, class observations, and mentoring at CCCS. He also provides parent trainings to further assist with Restorative Practices.</p> <p>To address Trauma Informed Care, Horacio Sanchez provided a workshop in Placer County September 22-23, 2016 with a follow up debrief September 24, 2015. Three teachers and an administrator attended. Another conference was held February 9-10, 2016 in which two teachers attended. These workshops revolve around his research based approach to close the achievement gap; which combines brain-based science, research, and experience in the field of education that helps practitioners design educational climates that maximize student behavior and academic achievement.</p>	<p>Title 1D</p> <p>Detention/ Probation Officer and Youth Advocate Included in Action 2</p> <p>Title 1A Program Specialist/Counsel or included in Action 1</p> <p>Title 1D</p> <p>Dr. Reveles \$7,000 professional/ consulting services</p> <p>Title 1A</p> <p>\$825.35 mileage/ travel conference</p> <p>LCFF</p> <p>\$649.52 salary/benefits /mileage</p>
<p>Scope of service: ALL</p>		<p>Scope of service: All</p>	
<p><input checked="" type="checkbox"/> 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>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</p>	

___Other Subgroups:(Specify) <u>expelled youth</u>	Subgroups:(Specify) <u>expelled youth</u>
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Action 3 DJ and CCCS will focus on youth development and approach student learning with a “growth mindset” etc., will become:             <ul style="list-style-type: none"> <li>○ DJ and CCCS will continue to address the social and emotional learning of students. Staff will research and select an appropriate framework and strategies i.e., Positive Behavior Intervention and Supports (PBIS), Capturing Kids Hearts.</li> </ul> </li> <li>• Actions added:             <ul style="list-style-type: none"> <li>○ Provide transportation services for students.</li> <li>○ Reduce the number of independent study students by using the Yolo County Conservation Partnership and create a blended and center-based model.</li> </ul> </li> <li>• Goal 3 becomes 16-19 Goal 2 (Engagement) Priorities 3, 5, &amp; 6.</li> <li>• CHKS will be completed during parent meetings and/or home visits. Staff and students will participate in the survey during the school day. This plan will be implemented for the entire period covered in the 2016-2019 LCAP.</li> </ul>

Original GOAL from prior year LCAP:	<b>4. Provide an instructional program that prepares students with 21<sup>st</sup> century college and career readiness skills</b>	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 _____
Goal Applies to:	Schools: ALL Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 90% of teacher assignments will have appropriate credentials</li> <li>2. 100% of facilities maintained</li> <li>3. 100% of students will have standards-aligned instructional materials</li> <li>4. State standards implemented in 100% of classrooms</li> <li>5. 100% of student will have access to/enrollment in a broad course of study</li> </ol> State Assessments: <ol style="list-style-type: none"> <li>6. CAHSEE: 5% increase in passing (unless suspended in the 15-16 school year)</li> <li>7. SBAC: increase overall performance by 5% -</li> <li>8. CELDT: 1/2 Level Growth</li> <li>9. 0% of our students have chosen to participate in the voluntary EAP program.</li> </ol>	Actual Annual Measurable Outcomes: <ol style="list-style-type: none"> <li>1. 100% of teachers assigned had proper credentials</li> <li>2. 100% of facilities met inspection criteria</li> <li>3. 100% of students had standards-aligned instructional materials</li> <li>4. Common Core State Standards are being implemented in all classrooms</li> <li>5. 100% of students have access to Odysseyware which offers over 200 courses.</li> </ol> State Assessments: <ol style="list-style-type: none"> <li>6. CAHSEE is currently suspended</li> <li>7. No data. Student population tested = &lt;10</li> <li>8. No data. Student population tested in 14 &amp; 15 = &lt;10</li> <li>9. This is no longer voluntary. All 11<sup>th</sup> grade students take the test as incorporated into the SBAC. Lag data.</li> </ol> Local Assessments: <ol style="list-style-type: none"> <li>10. STAR Renaissance Reading Grade Equivalent (baseline):</li> </ol>

Local Assessments: 10. STAR: 10% growth 11. Performance Rubrics: Growth to Proficient must be "Evidenced" or "Met" in all areas. 12. ILP with indicators <b>OTHER:</b> 13. Establish graduation rate for DJ and maintain graduation rate for CCCS using 2014-2015 EEC data as baseline. 14. Drop-out Rates decrease by 2% at CCCS using 2014-2015 Midtown data as baseline		a. DJ: +0.8 b. CCCS: +0.4 Star Renaissance Math Grade Equivalent (baseline): a. DJ: +1.6 b. CCCS: -0.4 11. Performance Rubric developed; review of implementation will be incorporated into monthly Alt Ed Leadership Team meetings. 12. The ILP was developed and is being used. <b>OTHER:</b> 12. Graduation rates 32% (refer to Goal 1 for detail) 13. Will establish new baseline due to Alt Ed restructure: 2014-15 Dropout rates per CALPADS: DJ 0% and CCCS 22% (11 out of 50)
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<b>ACTION #4 Increase Proficiency in Reading/ELA &amp; Mathematics:</b> 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. <b>SERVICES PROVIDED BY:</b> - 4 Self-Contained Teachers at court and community school sites - 0.4 Independent Study Teacher for CCCS	Included in Action 2	This is lag data that is expected to be received by August 2016.	Included in Action 2
Scope of service: ALL		Scope of service: ALL	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
<b>ACTION #4A:</b> Develop technical skills via Career Technical	Included in Action	.2 CTE Teacher Dan Jacobs School: Career Management and	Included in Action

<p>Education (CTE) during the school day and/or after school that may lead to internship or employment opportunity required for the 21<sup>st</sup> Century career and college readiness work skills.</p> <p><b>SERVICES PROVIDED BY:</b> .4 CTE Teacher at DJ and CCCS Woodland site</p>	2	<p>Career Exploration .2 Teacher at CCCS. One teaches law enforcement background</p>	2
<p>Scope of service:</p>	ALL	<p>Scope of service:</p>	ALL
<p><input checked="" type="checkbox"/> 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>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><b>ACTION #4B</b> Increase language and academic proficiency.  <b>CONCENTRATED:</b>  <b>Priority Students:</b>  <b>1) English Learners</b>  <b>2) Redesignated ELs</b>  <b>3) Low Income</b>  <b>4) Foster Youth</b>  Provide targeted social &amp; academic Tutoring and Mentoring support for CCCS Students in class and outside of class   Provide targeted social &amp; academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and an after school program  <b>SERVICES PROVIDED BY:</b>  - 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>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall   \$145,100  LCFF  County Community School Juvenile Courts   DJ Teachers included in Action 2</p>	
<p>Scope of service:</p>	ALL	<p>Scope of service:</p>	ALL
<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)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>ACTION #4C For English learners:</b> Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation <b>SERVICES PROVIDED BY:</b> - Director of Student Services	Included in Action 4B	California Association for Bilingual Education (CABE) was contracted to provide a four-day EL training for staff that includes in-class coaching.	Included in Action 4B
Scope of service:	ALL	Scope of service:	ALL
__ALL		__ALL	
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __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?

- Goal 4 will become 16-19 Goal 3 (Pupil Outcomes) priorities 4 & 8.
- Development Performance Rubrics took place at the end of the 2015-2016 school year. Implementation will be moved to actions and services in goal 3 and removed as a metric.
- Credits earned will be added as a measurable outcome beginning 16-17
- Incorporate Get Focused, Stay Focused curriculum for CCCS students and provide food handler and CPR certifications for DJ students will be added to 16-19 Goal 3 Action 3C (formerly Action 4A)
- There is no longer a Director of Student Services. We will now have an Assistant Superintendent of Instructional Services who intends to hire a Program Specialist to provide ELA/ELD coaching.
- The following actions and services will be added to 16-19 Goal 3
- Provide enrichment activities:
  - Research and provide financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.
  - Partner with Yolo Arts to provide arts education programs at DJ and CCCS in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.
- Strategic Planning:
  - Provide a full day in August for staff in the Instructional Services department, including College and Career Readiness to create a year-long calendar of professional development activities and collaboration opportunities including instructional and support staff. With a minimum of three follow-up sessions



- throughout the school year.
- Establish Alternative Education leadership team to assist with implementation of Actions and Services and data review and analysis for improvement to the program
- Yolo County Conservation Partnership:
  - Provide students 16-18 years old, who are on probation with a high risk of truancy or other probation violations the opportunity to incentivize attendance at school during core instruction and provide job training skills in the areas of construction and carpentry.

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.	
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<b>ACTION #5: Educational Services will provide technical support in the LCAP</b> development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually. <b>SERVICES PROVIDED BY:</b> Technical Support 17 days	\$9,991 LCFF Classified Supervisor Salaries and Benefits Transfers of Indirect Costs	Curriculum, Instruction, and Student Services provides 17 days of technical support in the development, stakeholder engagement, monitoring, evaluation, reporting, and revision processes for the LCAP.	LCFF \$8975 salary and benefits \$898 indirect costs	

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"/> <input type="checkbox"/> Other Subgroups:(Specify)_____	,	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 5 will be integrated into 16-19 Goal 2 as an action/service and eliminated as a goal.		

**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:	\$ 388,432
<p>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, youth advocate, and probation officer will also be responsible for increased safety, student and parent engagement, and integration of restorative processes. Bilingual para- educator services have been provided to include English Learner support. 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.</p> <p>2. Within the Alternative Education program, more than 93.75% 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.</p>	

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

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

7.58	%
<p>The court and community schools will increase or improve services by 7.58% 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.</p>	

With 93.75% 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).

### **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.