

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year Appendix 2017–18 2018–19
2019–20

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

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

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

[APPENDIX C](#): Responsibilities of the foster youth liaison with respect to foster youth in county operated schools

[APPENDIX D](#): Responsibilities of the county office of education foster youth services program

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name Yolo County Office of Education

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them

Yolo County is located in the northern portion of the state of California. The county is relatively rural with a population of approximately 213,000. Located in the heart of northern California's farming community nestled in between the Central Valley and the Sacramento River Delta, Woodland has been the county seat since 1862, and is roughly 20 miles west of the California's state capitol of Sacramento. Woodland is also home to the main Cesar Chavez Community School campus with a satellite classroom in West Sacramento. Nearby, Davis is a bike-friendly college town home to the University of California, Davis. Winters is the smallest of the four incorporated cities in the county and sits at the base of the Vaca Mountains. Yolo County also includes many other agricultural towns such as Esparto, Dunnigan, Madison and Knights Landing as well as Clarksburg, Guinda, Monument Hill and Yolo.

The Yolo County Office of Education's Alternative Education program operates three school campuses in Yolo County. The Cesar Chavez Community School (CCCS) is an accredited, public high school with campuses located in Woodland and West Sacramento. The school provides a small learning environment, counseling and other social services as well as opportunities to make connections between what is learned in school and the world of work. All students attending the CCCS are on formal or informal probation and a Probation Officer from Yolo County Probation is on site in Woodland. Students are expected to complete their academics and receive a high school diploma with skills to help them succeed in the future.

Dan Jacobs School in the Yolo County Juvenile Detention Center offers education year-round to youth detained in the facility. Students have classes in the core subjects, physical education and Career Technical Education (computers are available in every classroom). The credits are transferrable to their home school when they are released. Staff at the CCCS

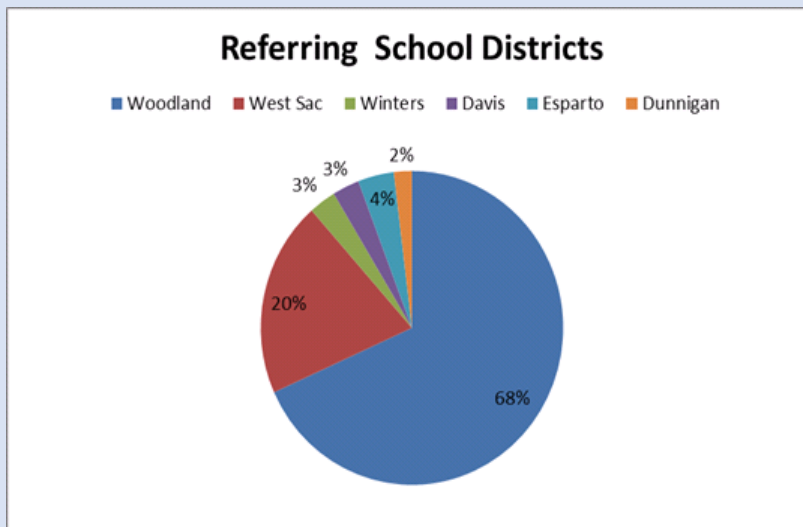
LCAP HIGHLIGHTS

and Dan Jacobs School actively collaborate together and with other agencies to ensure students have a smooth transition back into the community and can pursue their academic goals.

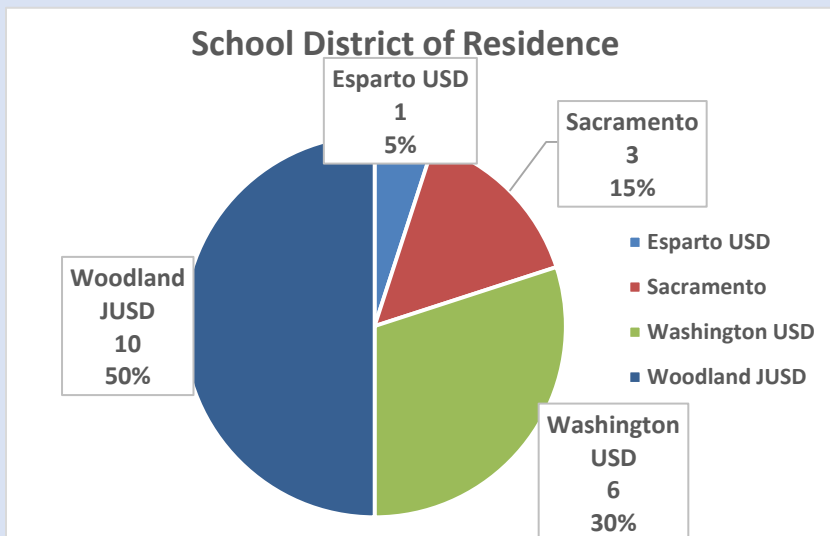
On Census day in Fall 2016, our student population at Cesar Chavez was 26% White; 67% Latino; 4% African American; and 3% other. The following data reflects our students' home language: 57% English; 42% Spanish; and 1% Russian. At Dan Jacobs our students' home language is as follows: 47% English Only; 52% Spanish; and 1% other. By ethnicity, our enrollment at Dan Jacobs was 90% Latino; 5% African American, and 5% White.

We served youth from each of our five (5) Yolo County districts and from the surrounding area. Student enrollment by home district is listed in the following charts:

CESAR CHAVEZ:



DAN JACOBS



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

The 2017-2020 LCAP charts our way forward based on the vision that was cast by YCOE leadership (i.e., Superintendent, Board, and Staff) during the 2015 restructure of our Alternative Education program. A well-developed, articulated, and implemented Alternative Education program will impact and save lives.

Over the course of the 2016-2017 school year, our staff, students, and parents have experienced the deaths of two students, two yet to be solved missing person cases lasting more the six months, students injured in shootings and stabbings, and numerous youth experiencing violence, substance abuse, homelessness, and food insecurity.

It has also been a year of hope and achievement. As a result, school attendance and student engagement has improved across our sites, the community has responded favorably to the restructure of the program, our two annual family and community events were well-attended, and our arts program has flourished.

Our LCAP captures our team's efforts to increase academic achievement by responding to the academic needs of our youth, as well as the material conditions of their lives. The primary driver of our work is the relationships our team develops with the youth we serve. The 2017-2018 LCAP reflects our belief that we develop and capitalize on these relationships in a significant way through trauma-informed and restorative practices, the effective use of data, trusting partnerships with families, strong collaborative partnerships with other agencies, systems development, attending to the individual and collective needs of our youth, and focusing on the transitions our youth are constantly making.

REVIEW OF PERFORMANCE

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

Although the state has not provided data for alternative education sites via the LCFF rubrics, our local data and stakeholder feedback identify the following areas of greatest progress:

1. There is a unified agreement on the school's Vision and Mission Statements.
2. The School Learner Outcomes authentically meet the needs of all students.
3. The alternative education program is a high priority for the Yolo County Board of Trustees and their actions reflect the support for the instructional programs at Cesar Chavez Community, Yolo County Construction Program (YCCP), and Dan Jacobs Schools.
4. There is a highly collaborative environment for decision-making and shared understanding of curriculum delivery between administration and faculty.
5. The school's weekly collaborative meetings provide faculty a continuum to discuss program needs, instructional materials needs, and/or concerns or questions.
6. The program has over 20 students who have met graduation requirements for school year 2016-2017.
7. The Yolo County Office of Education provides opportunities for staff development for alternative education school administration and faculty.
8. There is a strong and positive engagement between students and staff in classroom activities.
9. The school's Counselor, Youth Advocate, and the College and Career Readiness staff are regularly available to meet with students.

GREATEST PROGRESS

Building on Our Success:

In order to build on the current success we are experiencing in our programs, we will design and

implement a variety of systems to ensure that our services and actions are aligned with our YCOE and school mission, vision, and core values, site School-wide Learning Outcomes (SLO's), and leverage our collaborative decision-making process. One of our primary tools for ensuring growth in our system will be the use of the Fidelity Implementation Assessment (FIA). The five domains addressed in this tool are: 1) Administrative Leadership; 2) Integrated Educational Framework; 3) Family and Community Engagement; 4) Multi-tiered System of Support; and 5) Inclusive Policy Structure & Practice.

We plan to use the Fidelity Integrity Assessment (FIA) as a self-assessment tool two times per year to monitor our implementation of evidence-based practices and if necessary, adjust our program based on staff analysis of the findings.

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

GREATEST NEEDS

Although the state has not provided data for alternative education sites via the LCFF rubrics, our local data and stakeholder feedback identify the following areas as primary areas of need:

1. Maintaining a stable and consistent teaching staff.
2. Establishing and implementing a multi-tiered system of support for youth (including collaboration with agency and business partners)
3. Developing and implementing a rigorous and meaningful curriculum across all sites, including providing instructional materials in Spanish
4. Engaging families in trusting partnerships
5. Purchasing technology to be utilized to enhance students’ academic and developmental progress
6. Developing a robust and well-articulated youth transition system

The steps to address these areas of need include, but are not limited to:

- Supporting and participating in the Yolo-Solano Teacher intern program
- Developing and sustaining capacity building plans to increase instructional and leadership staff efficacy in support of youth development and transitions
- Implementation of communication and outreach practices to engage and empower parents
- Engage partner agencies, youth, and families in decision-making models that increase communication across systems and engage end-users as partners

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

PERFORMANCE GAPS

Although the state has not provided data for alternative education sites via the LCFF rubrics, our local data and stakeholder feedback identify the following areas as performance gaps for youth in the alternative education program:

1. Individual attendance rates need to increase significantly if youth are to attain success. Our target for youth at the community school is a minimum of 75% and in the Yolo County Construction Program and Dan Jacobs a minimum of 95%.
2. Acceleration of literacy and math (numeracy) achievement across our programs

needs to occur in order for our students to achieve at parity with their peers in the comprehensive setting and ensure success beyond high school.

3. Implementation of Individualized learning plans across our programs must improve as these documents serve as the primary resource to coordinate programs and services for youth and communication tool across systems.
4. Designing of successful transition supports in collaboration with community partners needs to be an area of focus for the next several years as way to maintain care and programming regardless of the context within which we are serving our students.
5. Youth self-regulation, pro-social behavior, & self-advocacy across programs need to occur on a consistent basis as a demonstration of personal growth and readiness for life beyond high school

The steps YCOE is taking to address the identified performance gaps include, but are not limited to the following:

- Providing transportation services for youth, employing Youth Advocates at our community school sites to assist with mentorship, and partnering with other agencies to compliment the educational services we are providing
- Developing and implementing a Multi-tiered System of Support to address the academic, social-emotional, and behavioral needs of the youth we serve

INCREASED OR IMPROVED SERVICES

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

The Yolo County Office of Education will increase or improve services in the following significant ways:

Increased Services

Purchase of a van to assist with transportation of students to and from school and field trips

Employ a 4 hour site secretary to assist with administrative and attendance duties

Contract with mental health provider to support our youth and families

Improved Services

Develop and implement a multi-tiered system of support across our sites

Improve the implementation of Individualized Learning Plans (ILPs) to ensure youth engagement and follow-through on goals and monitoring of success and adjustments that need to be made

Develop and implement youth transition protocols and procedures in collaboration with stakeholders and agency partners.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 23,804,213.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 2,088,254.00

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

In addition to Alternative Education, which is the primary program represented in our LCAP, the YCOE budget includes the following programs/costs: Special education (\$10,335,772), SELPA (\$712,938), Educational Services (\$331,981), Early Childhood Education (\$3,889,035), College and Career Readiness (\$752,593), Curriculum and Instruction (\$450,874), Administrative Operations (\$4,584,725).

\$ 11,358,174.00

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

1. Provide a structured environment in collaboration with other county agencies which improves student: 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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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)

ACTUAL

1. Under the Williams review, Cesar Chavez Community School (CCCS) site Woodland received an overall rating of excellent. Cesar Chavez Community School (CCCS) site in West Sacramento received an overall rating of fair.
2. 71% of teachers are fully credentialed (5 of 7 teachers).
3. 100% of students have standards aligned instructional materials
4. Instruction provided for English Language Arts (ELA), English Language Development (ELD) and Math common core standards. Limited instruction provided in hands-on science.
5. 100% of foster youth in court and community schools receive coordinated services.

ACTIONS / SERVICES

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

Action

1A

<p>1A: Effective Implementation and Monitoring: Program implementation will engage parents/community members and provide each student with a seamless 7-12th grade experience aligned to the Common Core State Standards and prepare student for college and career.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none">Program Specialist/CounselorSpecial Education RSP support (ongoing) to students with Individual Education Plans (IEPs).<ul style="list-style-type: none">- 1.0 FTE RSP Teacher- .75 FTE Para educator- .5 FTE Para educator	<p>ACTUAL</p> <p>Successful parent events including:</p> <ul style="list-style-type: none">• Back to school night• Open house• Parent appreciation and art show• Parent representation during Western Association of Schools and Colleges (WASC)• Few parents attended stakeholder meetings: LCAP/School Site Plan/Safety Plan• Parents were receptive to home visits and phone calls home <p>Changes to program:</p> <ul style="list-style-type: none">• Expanded and added a middle school class in March due to community needs• Worked closely with College and Career Readiness department to look beyond graduation• Implement development of transition plan• Providing seamless 7-12 curriculum geared towards individual student needs• Have received ongoing donations from community members; they were invited to the fall dinner• Experienced an exceptional turnout of participants in the WASC interview <p><u>Dan Jacobs:</u></p> <ul style="list-style-type: none">• Working with probation and PBIS team to incorporate parent involvement• Parents have attended graduation and are notified when new programming is taking place• 7-12th curriculum mirrors that offered at Cesar Chavez in order to facilitate transitions back to home school• Purchased SPARK curriculum for Physical Education that will be implemented 17-18 school year• Hand-made beanies as Christmas donations from youth; community enrichment by Yolo Arts• Youth Advocate/Youth Gang Reduction, Intervention and Prevention Project
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Actions/Services

Expenditures

	(YGRIP) Services in the court and community school <ul style="list-style-type: none"> • Services provided by YCOE foster/homeless liaison
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	ESTIMATED ACTUAL Program Specialist/Counselor Title IA \$63,851 certificated salaries benefits \$23,306 Special Education \$89,298 certificated salaries, \$69,034 classified salaries, \$45,560 benefits, \$1,169 supplies, \$8,742 services, \$12,828 indirect

Action **1B**

Actions/Services

<p>1B: Implementation and Program effectiveness will be monitored on a regular basis utilizing data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists, annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well maintained learning environment) including the core components of Implementation Science.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - School Principal - Williams Compliance Coordinator - Williams Support Operations Services (SOS) Coordinator - Assistant Superintendent of Instructional Services - Alternative Education Leadership team <p>Data will be shared with school board and stakeholders every November, annually.</p>	ACTUAL <ul style="list-style-type: none"> • Established an Alternative Education leadership team that met monthly • Developed a Wednesday staff meeting calendar for the school year • Established a formal new student orientation process • Identified local student achievement targets for attendance, credit completion, and pro social behaviors • In the second semester, re-instated Coordination of Services Team • ELD staff has provided training and guidance on how to use assessments to drive curriculum in ELA and math, as well as how to facilitate a data chat with students • Collaboration between YCOE departments and school site staff Joint collaboration with probation through PBIS to implement a safe and structured learning and living environment • YCOE team has improved processes of collecting data and identified key data and sources to insure we have consistent and reliable data. • Piloted Illuminate data system • Set individual student targets and reported on progress at YCOE division - wide meeting and Board meeting
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Expenditures

School Principal \$137,179 LCFF Certificated Supervisor Sal/bens	ESTIMATED ACTUAL School Principal LCFF \$114,134 certificated salaries, \$27,416 benefits
Williams Compliance Coordinator \$30,049 LCFF Classified salary and benefits	Williams Coordinator LCFF \$15,349 classified salaries, \$5,032 benefits
Williams SOS Coordinator \$2,259 LCFF Classified sal/bens	Williams SOS Coordinator LCFF \$1,692 classified salaries, \$616 benefits
Assistant Superintendent Instructional Services \$153, 578 LCFF Certificated sal/bens	Assistant Superintendent LCFF \$126,767 certificated salaries, \$29,673 benefits

Action **1C**

Actions/Services

<p>1C: Implement the use of the student information system and assessment management system district-wide and at each site.</p> <p>SERVICES:</p> <ul style="list-style-type: none"> - Illuminate Information & Assessment Data Reporting System - AERIES student information system
<p>\$2000 Illuminate LCFF Services</p> <p>\$46,334 Aeries LCFF Services</p>

<p>ACTUAL</p> <ul style="list-style-type: none"> • Piloted Illuminate to track assignments and credit completion towards graduation, and to help facilitate between YCOE schools • Reviewed the progress on the Illuminate pilot with staff and decided to discontinue its use in future years • Aeries student information system will be the primary system for capturing and reporting student data going forward
<p>ESTIMATED ACTUAL</p> <p>Illuminate LCFF \$2,205 services</p> <p>Aeries LCFF \$46,334 services</p>

Expenditures

Action **1D**

Actions/Services

<p>1D: Continue to provide professional development and support on the student information and assessment management systems. Provide beginning, intermediate and advanced levels of workshops at the district level and individualized sessions, as needed on a site-by-site basis for new users.</p>

<p>ACTUAL</p> <ul style="list-style-type: none"> • Provided Professional Development (PD) four times during the 2016-2107 school year • Professional Development (PD) was provided to all staff at once and one-on-one as needed rather than beginning, intermediate, and advanced levels
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Expenditures	SERVICES PROVIDED BY: - Illuminate Information & Assessment Data Reporting System	
	Included in 1C	ESTIMATED ACTUAL

Action **1E**

Actions/Services	1E: For Foster Youth: - 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.	ACTUAL <ul style="list-style-type: none"> Tutoring was scheduled for youth and services were facilitated county-wide Each Foster Youth qualifying for services received academic support in the area of need Math and science tutoring was implemented during the school day two times per week for youth at Cesar Chavez Teachers, paraprofessionals, and the math/science tutor at Cesar Chavez Community School worked in collaboration to provide academic support, benefitting Teachers collaborated with the Yolo County Probation department to support the tutoring program at the Juvenile Detention Facility.
	Expenditures Foster Youth Grant \$106,384 Certificated Salary & Benefits \$3,000 Supplies \$33,473 Services \$7,143 Indirect	ESTIMATED ACTUAL Foster Youth Grant \$69,575 certificated salaries, \$21,285 benefits, \$3,000 supplies, \$80,645 services, \$7,775 indirect

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The YCOE Alternative Education team was able to implement most of the actions and services associated with this goal. The team was fortunate in that each site underwent a review with the accreditation body, the Western Association of Schools and Colleges (WASC), which was tightly aligned with the work of the LCAP and supported accomplishing many of the actions services articulated in this goal.

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The actions and services articulated in this goal focused our efforts on meeting the academic needs of youth. During the LCAP review process, stakeholders and the data helped to identify areas of growth for YCOE's Alternative Education program.

No significant differences.

Goal 1 will be revised to address priorities 3, 5, and 6:

Action 1A: Develop master calendar for all program components at each site of who/what/when etc.; dedicated parent education/support/outreach developed in partnership with outside agency; expand data chats beyond student to include family and support staff after each grading period; expand YCOE team services to Dan Jacobs i.e. Foster / homeless, Science Technology Engineering and Math (STEM), College and Career, Tech; develop a science implementation plan and train appropriate staff; research additional means to deliver PE opportunities to Chavez students. Develop and implement strong transition plans from Dan Jacobs to district schools.

Action 1B: Developing a systems and process (action plan) for the collection and review of data, and the decisions made from the data results. Establish protocols that we use to improve direct services for youth to guide and focus and prioritize our work. Create professional development calendar that's responsive to the data.

Implement a tool (SWIFT – Fidelity Integrity Assessment (FIA)) that assesses our systems and process as well as our instructional & social-emotional support system on an on-going basis (see attachment for sample of Review data from SWIFT - FIA with staff twice during the school year Based on data from SWIFT - FIA decide areas to improve and take necessary steps to implement.

Action 1C: We decided to discontinue use of Illuminate. We will use Aeries to facilitate collection of assignment points for credit tracking.

Action 1D: Develop a more strategic professional development plan to ensure training and implementation of practices aligned

Develop implementation calendar and accountability system to ensure successful execution of actions and services

Action 1E: Foster/Homeless Youth Identification and planning for services needs to be developed in a systematic and consistent manner. Foster/Homeless Youth Liaison attend transition/Multidisciplinary team (MDT) meetings with Probation Foster / Homeless Youth liaison attend COST meetings at CCCS. Foster Youth Services will become Goal #5 in the 2017-2020 LCAP.

Services for Expelled Youth will become Goal #4 in the 2017-2020 LCAP

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Reduce suspensions by 3% (From 12% to 9%)
2. Increase overall attendance to 75%
3. Reduce Chronic Absenteeism by 5%
4. Calculate accurate dropout rates for middle and high school students using state measure (Lag data – expected August 2016)
5. Establish high school completion baseline for DJ and increase the completion rate for Cesar Chavez Community School (CCCS) from 32% to 50% of eligible students
6. Increase percentage of students who receive award certificate to at least 85%.
(Current rate: 31%)

ACTUAL

1. From 34% to 12% for Cesar Chavez Community School (CCCS)
From 15% to 13% for Dan Jacobs (DJ)
2. 56% for Cesar Chavez Community School (CCCS)
96% for Dan Jacobs (DJ)
3. 100% of our students remain chronically truant
4. 64.3% for CCCS (2015-2016 data as report in the State system)
93.6% for Dan Jacobs (2015-2016 data as report in the State system)
5. CCCS 18 graduated from high school (62%)
DJ Seven (7) youth completed their high school equivalency requirements (This will be the new baseline for DJ)
6. 100% of students are recognized for attendance on Fridays and pro social behavior through incentivized programming

<p>7. Establish average number of credit completion rates per student using 15-16 data.</p> <p>8. At least 50% of parents, students, and teachers will provide input data from California Health Kids Survey (CHKS)</p> <p>9. Increase parent meeting participation by 50%</p>	<p>7. 21 students met the goal of 85% credit completion at CCCS Woodland 11 students met the goal of 85% credit completion at CCCS West Sacramento 12 students met the goal of 85% credit completion at YCCP Yolo County Construction Program</p> <p>8. 37% of student responded Need to establish percentage for parents and staff during the 2017-2018 school year</p> <p>9. Program needs to develop a baseline and system to measure this metric: <i>Parent Participation at meetings, defined as the number or percentage of parents attending meetings, events, or training sessions, will be the metric used to measure progress in this area.</i></p>
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Action

2A

Actions/Services

2A: 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).

PROFESSIONAL DEVELOPMENT

- Selected Framework
- Trauma Informed Care

SERVICES:

Incentives for Recognitions

\$10,000 LCFF Services

Expenditures

\$2,000 LCFF Supplies

ACTUAL

Dan Jacobs

- Three PBIS training sessions were scheduled and delivered
- YCOE and Probation staff have partnered to develop a PBIS implementation plan
- YCOE and Probation staff have developed and implemented a behavior management system as a foundation to implementation of PBIS

ESTIMATED ACTUAL

Title IA \$5,000 services, Title ID \$1,000 services

LCFF \$942 supplies

Stuart Foundation unrestricted carryover \$1,034 supplies

2B

Actions/Services

Expenditures

<p>2B: Dan Jacobs (DJ) and Cesar Chavez Community School (CCCS) will focus on implementation of restorative practices.</p> <p>INCREASED SERVICES: Priority Level of Support: 1. Expelled Youth 2. Low Income 3. Foster Youth</p> <p>Provide a 50% probation officer for 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>	<p>ACTUAL</p> <ul style="list-style-type: none"> Maintained the probation officer 180 days Hired all staff identified in this action/service. Hired an additional .37 Youth Advocate to serve CCCS in West Sacramento. Employed a 1.0 FTE (Full Time Equivalent) Program Specialist
<p>Probation Officer services Title 1D \$23,842 services</p> <p>Youth Advocate \$40,869 Title 1D Classified salary and benefits</p>	<p>ESTIMATED ACTUAL</p> <p>Probation Officer Title ID \$35,000 services</p> <p>Youth Advocate (1.125 FTE) Title ID \$35,989 classified salaries, \$15,430</p>

Program Specialist/Counselor included in Action 1A	benefits
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Action **2C**

Actions/Services

2C: Provide transportation for students. - Bus Passes - Pick up by staff using YCOE van	ACTUAL <ul style="list-style-type: none"> We received a donation of bus passes from Yolo Bus valued at approximately \$3,000.00. This resulted in our program purchasing fewer bus passes for students. Provided transportation support to students via YCOE van Support Staff provided transportation services daily.
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Expenditures

LCFF \$4,000 classified salary & benefits \$1,000 supplies \$1,500 services	ESTIMATED ACTUAL LCFF \$1164 classified salaries, \$277 benefits LCFF \$1,500 services
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Action **2D**

Actions/Services

2D: Reduce the number of Independent Study students by using the Yolo County Conservation Partnership (YCCP) and create a blended and center-based model. SERVICES PROVIDED BY: - YCCP (Yolo County Construction Program)	ACTUAL <ul style="list-style-type: none"> Implemented YCCP program in August 2016 Leadership did not create a blended, independent Study (IS)/Center-based model Opened a middle school classroom to absorb most middle school students attending independent study at CCCS - W
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Expenditures

\$0	ESTIMATED ACTUAL \$0
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Action **2E**

Actions/Services

2E: Educational Services will provide technical support in the LCAP development, stakeholder engagement implementation, monitoring, evaluation, reporting, and revisions process annually.

ACTUAL

Technical support was provided on an ongoing basis.

Expenditures

SERVICES PROVIDED BY:

- Technical Support 17 days

ESTIMATED ACTUAL

LCFF \$4895 classified salaries, \$1610 benefits, \$649 indirect

LCFF

\$9,904

Classified Supervisor Salaries & Benefits

\$988 Indirect

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The YCOE Alternative Education team successfully implemented the majority of the actions and services articulated in this goal.

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

The actions and services articulated in this goal have had a strong impact on increase attendance rates, a reduction in suspension in some of our programs and strengthened our collaboration within our team and with key community partners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2A: PBIS (Positive Behavioral Interventions and supports) training was \$4,000 less than anticipated. YCOE and the Yolo County Probation Department were able to share costs on this initiative, thereby reducing YCOE's cost by \$4,000.00.

Action 2B: The contract for the Probation Officer cost \$12,000 more than anticipated. The probation officer assigned to Cesar Chavez Community School effectively engaged with youth and partnered well with staff to address pro-social behavior, attendance, and academic achievement. Consequently, staff decided to retain this position for the Spring semester which increased costs by \$12,000.00.

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

Goal 2 will be revised to address priorities 1, 2, 4, and 8:

Action 2A: Fully implement PBIS at DJ Introduced PBIS at CCCS Woodland and West Sacramento Explore Nurtured Hearts as supplemental program to PBIS at DJ and CCCS Implement incentive program at all alternative education sites

Action 2C: Purchase van for Alternative Education as the donated van is in-operable and we are borrowing a van from the Special Education department.

Action 2D: The YCCP and Independent Studies programs described as stand-alone programs. Revise.

Action 2E: This action/service will be removed from the 17-20 LCAP as services are provided on an ongoing basis.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

State Assessments:

- CAHSEE (California High School Exit Exam) (suspended 16-17 school year)
- SBAC (Smarter Balanced Assessment Consortium) Early Assessment Program (EAP): meet participation rate of 95%; report grade level scores where there are 11+ students at a given grade level
- CELDT (California English Language Development Test) – at least 85% of

ACTUAL

- CAHSEE has been suspended per the California Department of Education
- This data will be available and reported in the fall of 2017.
- Only one student has CELDT data available year-over-year. This youth did improve by one proficiency level

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)

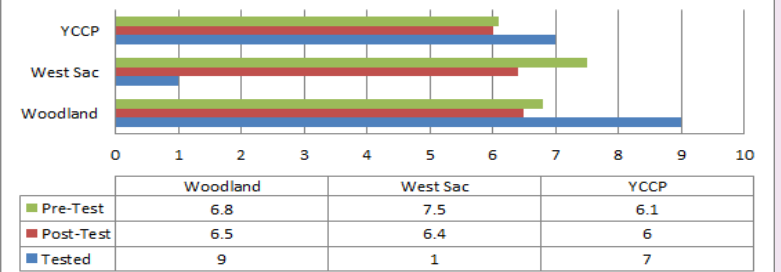
5. Establish baseline of average credits earned toward graduation

STAR Test Grade Equivalent 2016-17-Math



4. a.

STAR Test Grade Equivalent 2016-17-Reading



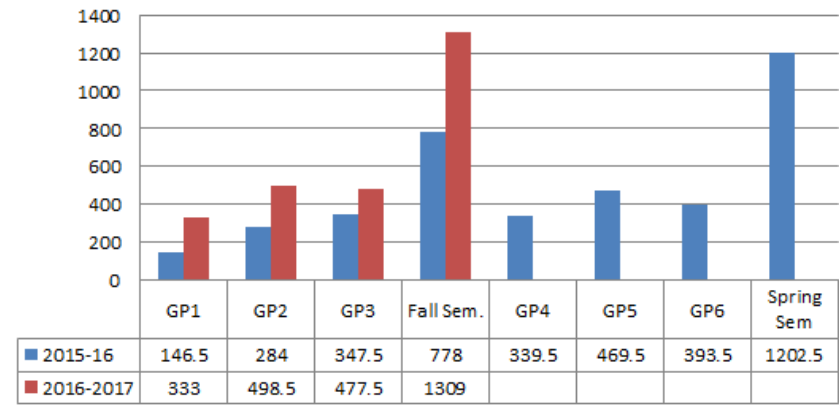
b.

5. The baseline average is established as 27 credits per year. See graph below.

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 (Individualized Learning Plan) 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

Credits Earned by Grade Period



- 6. 100% have access to a broad course of study.
- 7. 5 students were reclassified
- 8. 80% of students have an ILP however they are not inclusive of all listed components.

Action

3A

3A: 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

ACTUAL

The ILP document was revised to reflect:

- Pre and post assessment (Dan Jacobs pilot)
- Credit, Behavior and Career and college conversations are happening
- Regular feedback cycles and student involvement needs to improve

SERVICES:
 Evaluate effectiveness of ILP Form and revise as needed.

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

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

SERVICES PROVIDED BY:
 Consultations from:

- 3 Self-Contained Teachers at court and community school sites
- Program Specialist/Counselor
- Parents
- Principal
- Probation Officer
- Foster Youth Liaison

\$238,057 LCFF
 salary and benefits (2.75 FTE teachers)

\$27,136 Title 1D
 salary and benefits (0.25 FTE teachers)

Program Specialist/
 Counselor included in
 Action 1A

Principal included in Action 1A

Probation Officer included in Action 2B

Foster Youth Liaison included in Action 1E

Progress on DJ PE program

- Expectations from PE standards are met. The options for youth participation include walking for fitness and/or group exercise.;
- At the request of teachers, the SPARK curriculum was purchased and YCOE staff will work with probation to coordinate supervision protocols to ensure quality delivery beginning with the 2017-2018 school year.

ESTIMATED ACTUAL

LCFF \$181,438 certificated salaries, \$52,207 benefits

Title ID \$19,426 certificated salaries, \$5270 benefits

Expenditures

Action

3B

Actions/Services

3B: Increase Proficiency in Reading/ELA & Mathematics: 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.

SERVICES PROVIDED BY:

- 3 Self-Contained Teachers at court and community school sites

ACTUAL

- State testing results did not provide our program with adequate data as we did not reach the minimum number of students to be tested (11) to generate such data on the SBAC assessment.
- 84% of staff were trained by the American Reading Company to address the literacy needs of youth this year. 100% will be trained next year.
- 100% of staff were trained in the use of Odysseyware to address student proficiency in mathematics

Expenditures

Included in Action 3A

ESTIMATED ACTUAL

Action

3C

Actions/Services

3C: Develop technical skills via Career Technical Education (CTE) during the school day and/or after school that may lead to internship or employment opportunity required for the 21st Century career and college readiness work skills. Pilot Get Focused, Stay Focused curriculum for CCCS students and provide food handler and CPR certifications for DJ students.

SERVICES PROVIDED BY:

- .4 CTE Teacher at DJ and CCCS Woodland site

ACTUAL

- Implemented a 5th period CTE academy in partnership with West Sacramento business, Marquez Design and an Administration of Justice instructor through the College and Career Readiness department
- We did not implement the food handler and CPR certifications for DJ students, but plan to do so for the 2017-2018 school year

Expenditures

	<ul style="list-style-type: none"> Implemented A Second Chance Through Music training program at Dan Jacobs
.2 FTE teacher Title 1, Part D included in Action 3A	ESTIMATED ACTUAL
.2 FTE teacher \$12,665 CTE Incentive Grant Salary & Benefits	CTE Incentive Grant \$9,975 certificated salaries, \$3,222 benefits

Action

3D

Actions/Services

<p>3D: Increase language and academic proficiency</p> <p>CONCENTRATED:</p> <p>Priority Students:</p> <ol style="list-style-type: none"> 1) English Learners 2) Redesignated ELs 3) Low Income 4) Foster Youth <p>Implement Performance Rubrics: Growth toward Proficient must be met in all areas.</p> <p>Provide targeted social & academic Tutoring and Mentoring support for Cesar Chavez Community School students in class and outside of class</p> <p>Provide targeted social & academic Tutoring and Mentoring support for DJ students in the self-contained classrooms and the after school program</p> <p>Provide literacy instruction in partnership with the Alternative Education instructional staff.</p> <p>SERVICES PROVIDED BY:</p> <ol style="list-style-type: none"> 2) Juvenile Hall Tutoring Program Coordinator 3) Juvenile Hall volunteers 4) 1 Assistant Superintendent of Instructional Services 5) 3 DJ Teachers 	<p>ACTUAL</p> <ul style="list-style-type: none"> Provided a science and math tutor at CCCS W Partnered with Yolo County Probation at the Juvenile Detention Facility to supporting tutoring at Dan Jacobs Performance rubrics were developed but not implemented at Dan Jacobs <p>YCOE and Probation staff collaborated to implement tutoring services after school at Dan Jacobs – students were able to earn credits based on work completed under the guidance of tutors from UC Davis, Holy Rosary Church, and other community organizations</p> <p>No change in staffing.</p>
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Expenditures

<p>6) 2 DJ Para educators 7) 2 CCCS Para educators 8) CCCS volunteer tutors</p>	
<p>JH Tutoring Program Coordinator and JH Volunteers provided by Juvenile Hall (JH)</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>ESTIMATED ACTUAL</p> <p>2 CCCS paras/ 1 DJ para (1.75 FTE) LCFF \$41,426 classified salaries, \$14,009 benefits</p>

Action **3E**

Actions/Services

<p>3E: Provide enrichment activities: 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>	<p>ACTUAL</p> <p>Presentations were made in YCCP by the Travis Federal Credit Union regarding financial literacy</p> <p>Researched the Dave Ramsey financial literacy curriculum for high school students. Will develop pilot of this program in at least two classrooms during the 2017-2018 school year</p> <p>Yolo Arts provided arts education programs at DJ and CCCS. Arts education continues to be a vital part of our program.</p>
<p>\$5,000 LCFF services</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF \$5,000 services</p>

Expenditures

Action **3F**

Actions/Services

<p>3F: 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</p>	<p>ACTUAL</p> <p>These sessions were scheduled and executed. Staff valued this time to plan and set the stage for the school year. This practice will continue for</p>
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Expenditures	activities and collaboration opportunities for instructional and support staff. With a minimum of two follow-up sessions throughout the school year.	the 2017-2018 school year.
	\$0	ESTIMATED ACTUAL \$0

Action **3G**

Actions/Services	3G: 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.	ACTUAL YCCP was implemented and will continue for the 2017-2018 school year
	Expenditures \$0	ESTIMATED ACTUAL \$0

Action **3H**

Actions/Services	3H: For English learners: Professional Development & Coaching Services on new ELD Standards aligned with ELA CCSS to support teacher implementation SERVICES PROVIDED BY: - Program Specialist ELA/ELD Coach	ACTUAL All teachers and para-educators attended training on the ELA CA State Standards (Common Core) Coaching in the use of the ELD standards occurred through peer-to-peer collaboration and support from our Literacy Program Specialist
	Expenditures Student Services Reserve Program Specialist \$94,503 Certificated Supervisor Salary & Benefits \$1,000 Supplies \$5,592 services \$10,089 Indirect	ESTIMATED ACTUAL Student Services Reserve \$78,287 certificated salaries, \$21,099 benefits, \$1,000 supplies, \$2,600 services, \$10,278 indirect

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The YCOE Alternative Education team implemented many of the elements of this goal. The most significant increase is in the area of credit attainment. We need additional students to participate in post-tests in literacy and math to make this data more meaningful.

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

Based on feedback from stakeholders, most actions and services articulated in the goal were effective; however we need to increase the amount and quality of quantitative data being collected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3D: Paras were not in place for the full year, resulting in a lower cost.

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

Action 3A: Action was modified:
Use 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
Action 3B is moving forward
Action 3C and 3E have been modified and combined into Action 3E in the 17-20
Action 3F: Action will be 3C in the 17-20 LCAP
.
Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with

YC Probation), etc.

Research and select a financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.

Action 3G:

YCOE will fund the staffing for the Yolo County Construction Program (YCCP) based on ADA. Yolo County probation agrees to fund an shortfall up to \$40,000.00 via a full-executed Memorandum of Understanding(MOU).

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Stakeholder engagement is an integral part of the LCAP planning process. As in previous years, writing team members used the same process to engage stakeholders by attending a variety of meetings and providing community, parent, student, and staff surveys for feedback concerning our goals, actions and services, and outcomes, along with the budget necessary to provide them. Previous suggestions from stakeholders included: create a student group from Dan Jacobs and set new criteria for EL reclassification; implement a survey such as Youth Truth to ensure student voices are heard; have staff/teachers make positive phone calls to parents on a regular basis; continue to contract with Yolo Arts, involve teachers in the ILP process; CTE classes at Dan Jacobs, increase staff and para educators to ensure proper coverage of classrooms; improve transitions by having and providing real-time student data and credit information; and students requested assistance in applying for scholarships and college applications, increased internship opportunities, and a credit building/financial planning/financial literacy course.

ELAC/DELAC/DAC - English Learner Advisory Committee/District-level Advisory Committee/District Advisory Council Meeting:

August 11, 2016 – This group met only one time during the 2016-2017 school year due to administrative changes. Quarterly meetings will be held during the 2017-2018 school year and beyond.

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 15, 2016

March 28, 2017

April 25, 2017

May 23, 2017

<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>September 9, 2016 October 14, 2016 December 5, 2016 February 10, 2017 April 14, 2017</p>
<p>YTAC (Yolo Truancy Abatement Committee) (14 participants: School Districts, Mental Health, Probation, District Attorney, Public Defender) received an update on the key elements of the LCAP and provided input on changes to be made going forward</p> <p>August 10, 2016 September 14, 2016 October 12, 2016 January 10, 2017 March 8, 2017 May 10, 2017</p>
<p>Students completed questionnaire about LCAP</p> <p>April 2016 (WASC Student Survey) Fall 2016 (California Healthy Kids Survey)</p>
<p>Alternative Education Leadership met on the following dates to plan, develop, review information pertaining to the LCAP:</p> <p>December 18, 2016 February 2, 2017 February 22, 2017 March 23, 2017 April 8, 2017 May 2, 2017</p>
<p>Stake Holder Meetings Staff, CSEA (California State Employee Association), YEA (Yolo Education Association) , received an update on LCAP. A total of 19 participants provided 77 comments/suggestions.</p> <p>March 30, 2017 April 12, 2017 April 28, 2017</p>
<p>School Site Council, additional parents, staff, students received an update on LCAP</p> <p>March 2017</p>

IMPACT ON LCAP AND ANNUAL UPDATE

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

<p>Suggested at a stakeholder group with Dan Jacobs’s students.</p> <ul style="list-style-type: none"> • Additional informational texts and novels purchased for students. Continued professional development for teachers, para-educators, and administrators in engaging and motivating adolescent readers is scheduled. • Student representatives will be added to the PBIS (Positive Behavioral Intervention and Supports) • Individual Learning plan (ILP) will be updated
<p>Board member feedback pertaining to LCAP:</p> <ul style="list-style-type: none"> • Clarify pro-social behavior development is in support of student growth. • Yolo Arts Artist in School should be occurring. • Spanish materials in print and digital for DJ and Office of Refugee Resettlement (ORR) students. • Positive calls to parents from teachers/staff on a regular basis
<p>Most students feel safe at school and believe they receive positive feedback from teaches, counselor, and principal. 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>
<p>Staff reviewed stakeholder recommendations and integrated the information into the 2017-2018, 2018-19, 2019-2020 plans.</p>
<p>School Site Council, additional parents, staff, CSEA, YEA: Teachers will be 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. Overall, administration will develop a more intentional program across classrooms to have a consistent message to students.</p>
<p>Students at Cesar Chavez Community School 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>

Yolo County Office of Education
Local Control and Accountability Plan
Data Collection Matrix

State Priority	Measureable Outcomes	Located in LCAP Section	Goal #	Page #	Comment or Alternative Metric
1	Basic Services (Conditions of Learning)				
	A. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	2	2	43	
	B. Every pupil in the school district has sufficient access to standards-aligned instructional materials	2	2	43	
	C. School facilities are maintained in good repair	2	2	43	
2	Implementation of State Standards (Conditions of Learning)				
	A. Implementation of the academic content and performance standards adopted by the state board	2	2	42	
	B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	2	2	42	

3	Parent Involvement (Engagement)				
	A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	2	1	32	
	B. How the school district will promote parental participation in programs for unduplicated pupils	2	1	33	
	C. How the school district will promote parental participation in programs for individuals with exceptional needs	2	1	33	
4	Pupil Achievement (Pupil Outcomes)				
	A. Statewide assessments	2	2	42	Local Assessments: Renaissance STAR Reading and Math
	B. The Academic Performance Index	N/A	N/A	N/A	API Suspended
	C. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks	2	3	48	
	D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT California English Language Development Test); or any subsequent assessment of English proficiency, as certified by the state board	2	2	42	
	E. The English learner reclassification rate	2	2	43	
	F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher				Advanced Placement courses are offered on an as-needed basis.
	G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	2	2	49	
5	Pupil Engagement (Engagement)				
	A. School attendance rates	2	1	32	
	B. Chronic absenteeism rates	2	1	32	
	C. Middle school dropout rates	2	1	32	
	D. High school dropout rates	2	1	32	
	E. High school graduation rates	2	1	32	
6	School Climate (Engagement)				
	A. Pupil suspension rates	2	1	32	
	B. Pupil expulsion rates	N/A	N/A	N/A	YCOE DJ and CCCS do not expel students.
	C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2	1	32	
7	Course Access (Conditions of Learning)				
	A. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable	2	3	48	
	B. Programs and services developed and provided to unduplicated pupils	2	3	48	
	C. Programs and services developed and provided to individuals with exceptional needs	2	3	48	
8	Other Pupil Outcomes (Pupil Outcomes)				
	A. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive of Section 51220, as applicable	2	2	43-44	
9	Expelled Pupils (Conditions of Learning) (County Office of Education only)	2	4	55	
10	Foster Youth (Conditions of Learning) (County Office of Education only)	2	5	58	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Develop and Implement a multi-tiered system of support in collaboration with partner agencies and families that improves student: social-emotional health and overall well-being and successful reintegration to comprehensive or community school settings using pro social behaviors.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified Needs: (Engagement)

1. The multi-tiered system of support being developed and implemented in our court and community school programs needs to be responsive to the goals, strengths, and areas of growth of the youth enrolled in our schools
2. The YCOE educational and support team and partner agencies need to collaborate closely to serve youth involved in multiple systems
3. The YCOE educational and support team and parents need to collaborate closely to support youth served in our schools
4. Increased parent input on CHKS (California Healthy Kids Survey) and monthly meeting participation
5. Increased sense of safety at the teacher, parent, and student level
6. The YCOE educational and support team needs to use data-based decision making processes to ensure youth are positively impacted by the actions and services that are implemented
7. Youth enrolled in court and community schools typically experience chronically stressful environments in multiple contexts and benefit from specific systems and practices being implemented by teams of educators, support providers, and parents to increase pro-social behaviors, attendance, and the soft skills necessary to access a quality education, graduate, and succeed in the job fie

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reduce suspension rate by 1%	April, 2017: 13%	April, 2018: 12%	April, 2019: 11%	April, 2020: 10%
Increase overall attendance to 75%	Cesar Chavez, W: 63% Cesar Chavez, WS: 60% Dan Jacobs: 95% YCCP: 90%	Cesar Chavez, W: 68% Cesar Chavez, WS: 65% Dan Jacobs: 96% YCCP: 95%	Cesar Chavez, W: 73% Cesar Chavez, WS: 70% Dan Jacobs: 97% YCCP: 95%	Cesar Chavez, W: 75% Cesar Chavez, WS: 75% Dan Jacobs: 98% YCCP: 95%
Reduce Chronic Absenteeism by 1%	100%	99%	98%	97%
Reduce dropout rates for middle and high school students using state measure	7.7% per CDE	7%	5%	3%
Establish high school completion baseline for DJ and increase the completion rate for CCCS	CCCS: 32% of eligible students Dan Jacobs: 2017-2018 will be baseline year pending WASC accreditation Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days	CCCS: 35% Dan Jacobs: 35% Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days	CCCS: 40% Dan Jacobs: 40% Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days	CCCS: 45% Dan Jacobs: 40% Eligible students enrolled at Chavez (Woodland) and Dan Jacobs are those beginning the year with 90 or more credits in the appropriate subjects per the student's transcript and continuously enrolled for 120+ days
At least 50% of parents, students, and teachers will provide input data from CHKS	26%	35%	50%	65%

Increase parent participation in meetings to ensure input in decision making and participation in programs for unduplicated and exceptional needs individuals by 50% as measured by sign-in sheets	25%	30%	45%	50%
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PLANNED ACTIONS / SERVICES

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

Action **1A**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
<u>Students to be Served</u>	x English Learners x Foster Youth x Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide x Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools x Specific Schools: Cesar Chavez Community School Woodland and West Sacramento campuses <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Contract with mental health provide for mental health services for youth and to supplement our efforts to engage families in trusting partnerships. Delivery of	Contract with mental health provider, e.g., Communicare, for mental health services for youth and to supplement our efforts to engage families in	Contract with mental health provider, e.g., Communicare, for mental health services for youth and to supplement our efforts to engage families in trusting

services at the community school will be the focus.	trusting partnerships. Develop a program-wide wellness plan in collaboration with staff, partner agencies, and families. Develop a wellness center on the campus at Chavez in Woodland.	partnerships. Implement and evaluate program-wide wellness plan.
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$25,000	Amount	\$25,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action 1B

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	X English Learners X Foster Youth X Low Income
<u>Scope of Services</u>	X LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide Inclusive Behavior Instruction	Provide Inclusive Behavior Instruction	Provide Inclusive Behavior Instruction
Continue contract with Placer County Office of Education	Continue contract with Placer County Office of	Continue contract with Placer County Office of

<p>in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites</p> <p>Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs</p> <p>Explore restorative practices professional development e.g., Nurturing Hearts</p>	<p>Education in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites</p> <p>Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs</p> <p>Implement restorative practices professional development e.g., Nurturing Hearts</p>	<p>Education in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites</p> <p>Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs</p> <p>Continue restorative practices professional development e.g., Nurturing Hearts</p>
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$7,200	Amount	\$6,000	Amount	\$6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action **1C**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>Cesar Chavez Community Schools, Woodland and West Sacramento</u> <input type="checkbox"/>
	Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase a passenger van to support transportation of youth to and from school and field trips Supports Operation Services (SOS) maintenance costs	Continue to utilize passenger van to support transportation of youth to and from school and field trips. SOS maintenance costs	Continue to utilize passenger van to support transportation of youth to and from school and field trips. SOS maintenance costs

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$22,000	Amount	\$500	Amount	\$500
Source	\$20,000 Lottery \$2,000 LCFF	Source	LCFF	Source	LCFF
Budget Reference	Capital Outlay	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action **1D**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	English Learners Foster Youth Low Income
<u>Scope of Services</u>	LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement the use of the student information system and assessment management system across our program.

SERVICES:

- Explore and select AERIES Analytics
- AERIES student system

Contract with Aeries to support the Student Information System and to monitor student progress toward goals

2018-19

New Modified Unchanged

Implement the use of the student information system and assessment management system across our program.

SERVICES:

- Train staff and Implement Analytics software
- AERIES student system

Contract with Aeries to support the Student Information System and to monitor student progress toward goals

2019-20

New Modified Unchanged

Implement the use of the student information system and assessment management system across our program.

SERVICES:

- Train staff and continue Selected Analytics software
- AERIES student system

Contract with Aeries to support the Student Information System and to monitor student progress toward goals

BUDGETED EXPENDITURES

2017-18

Amount	\$50,353
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2018-19

Amount	\$50,857
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

2019-20

Amount	\$51,366
Source	LCFF
Budget Reference	Services and Other Operating Expenditures

Action **1E**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	X English Learners	X Foster Youth	X Low Income
<u>Scope of Services</u>	X LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits Family Engagement to seek input from parents regarding the programs offered in schools for all youth including Foster, English Learners, Low Income, and Individuals with Exceptional Needs. Staff and Family Training Coordination of Services with Agency, Business, and Educational partners</p>	<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits/Family Engagement Staff and Family Training Coordination of Services with Agency, Business, and Educational partners</p>	<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p>Home Visits/Family Engagement Staff and Family Training Coordination of Services with Agency, Business, and Educational partners</p>

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$184,265	Amount	\$189,895	Amount	\$195,642
Source	Title I Part D, Title I Part A and LCFF	Source	Title I Part D, Title I Part A and LCFF	Source	Title I Part D, Title I Part A and LCFF
Budget Reference	Title I Part D Certificated Salaries \$16,510, Title I Part D Classified Salaries \$46,768, Title I Part D Benefits \$28,202, Title I Part A Certificated Salaries \$50,223, Title I Part A Employee Benefits \$15,560, LCFF Classified Salaries \$18,426, LCFF Employee Benefits \$8,576	Budget Reference	Title I Part D Certificated Salaries \$16,758, Title I Part D Classified Salaries \$47,470, Title I Part D Employee Benefits \$30,128, Title I Part A Certificated Salaries \$50,976, Title I Part A Employee Benefits \$16,616, LCFF Classified Salaries \$18,702, LCFF Benefits \$9,245	Budget Reference	Title I Part D Certificated Salaries \$17,009, Title I Part D Classified Salaries \$48,182, Title I Part D Benefits \$32,109, LCFF Classified Salaries \$18,983, Title I Part A Certificated Salaries \$51,741, Title I Part A Employee Benefits \$17,738, LCFF Employee Benefits \$9,880

Action **1F**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Cesar Chavez, Woodland</u>	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.	Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.	Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$26,000	Amount \$26,500	Amount \$27,000
Source Title I Part D	Source Title I Part D	Source Title I Part D
Budget Reference Services and Other Operating Expenditures	Budget Reference Services and Other Operating Expenditures	Budget Reference Services and Other Operating Expenditures

Action **1G**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged <input type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged <input checked="" type="checkbox"/>	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> X Unchanged <input checked="" type="checkbox"/>
<p>Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Assessment (FIA) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families</p>	<p>Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Assessment (FIA) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families</p>	<p>Design, implementation and evaluate program effectiveness: On a regular basis utilize data from multiple sources (ILPs, IEPs, Academic Achievement in ELA/Math, Truancy and Suspension Rates, Walk-through, and Program Implementation checklists) including the core components of Implementation Science.</p> <p>Use the Fidelity Implementation Assessment (FIA) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$534,513"/>	Amount <input type="text" value="\$550,156"/>	Amount <input type="text" value="\$566,694"/>

Source LCFF and Special Education

Budget Reference LCFF Certificated Salaries \$191,676, LCFF Employee Benefits \$49,910, LCFF Indirect \$24,593, Special Education Certificated Salaries \$100,436, Special Education Classified Salaries \$73,930, Special Education Employee Benefits \$63,912, Special Education Book and Supplies \$1,560, Special Education Services and Other Operating Expenditures \$13,307, Special Education Indirect \$15,189, Program Specialist/Counselor cost included in Action 1E.

Source LCFF and Special Education

Budget Reference LCFF Certificated Salaries \$194,505, LCFF Employee Benefits \$53,843, LCFF Indirect \$25,282, Special Education Certificated Salaries \$101,943, Special Education Classified Salaries \$75,039, Special Education Employee Benefits \$69,025, Special Education Book and Supplies \$1,560, Special Education Services and Other Operating Expenditures \$13,307, Special Education Indirect \$15,652, Program Specialist/Counselor cost included in Action 1E.

Source LCFF and Special Education

Budget Reference LCFF Certificated Salaries \$197,377, LCFF Employee Benefits \$58,114, LCFF Indirect \$26,009, Special Education Certificated Salaries \$103,472, Special Education Classified Salaries \$76,165, Special Education Employee Benefits \$74,547, Special Education Book and Supplies \$1,560, Special Education Services and Other Operating Expenditures \$13,307, Special Education Indirect \$16,143, Program Specialist/Counselor cost included in Action 1E.

New Modified Unchanged

Goal 2 Engage students and caregivers in a high quality student-centered educational program based on effective youth development principles and state performance standards.

[State and/or Local Priorities Addressed by this goal:](#)

[Identified Need](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Needs: Conditions of Learning and Pupil Outcomes

The YCOE educational and support team and parents need to collaborate closely to support the academic achievement of youth served in our schools

- The YCOE educational and support team needs to use data-based decision making processes to ensure youth are positively impacted by the actions and services that are implemented

2. Youth enrolled in court and community schools typically arrive
3. 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
4. All teachers to be assigned with appropriate credentials
5. Ensure all students have standards-aligned instructional materials and curriculum, including those designed to meet the needs of English Learners, students in the Office of Refugee Resettlement (ORR) program, and students receiving special education services

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students receiving instruction in California State Standards as measured by the YCOE classroom observation tool	100% of students are receiving instruction in California State Standards	100% of students are receiving instruction in California State Standards	100% of students are receiving instruction in California State Standards	100% of students are receiving instruction in California State Standards
Percent of youth enrolled in our programs for 120+ days who increase their grade level equivalency in reading by at least one year	Baseline will be established during the 2017-2018 school year	Establish baseline 2017-2018	Increase percentage by an additional 5% compared to baseline	Increase percentage by an additional 10% compared to baseline
State Assessments: A. SBAC (EAP) participation rate	Based on our population and the EAP is not a applicable measure of student success based on the high rate of student turnover	Establish baseline 2017-2018 New assessment English language acquisition will be in	Increase participate rate percentage until we achieve at least 95% (State requirement) Establish baseline for percentage of students moving up by one proficiency level on the ELPAC	Increase participate rate percentage until we achieve at least 95% (State requirement) Increase the percentage of students moving up by one proficiency level on the ELPAC by

B. CELDT – percentage of students enrolled in our programs for 180 school days improving by one proficiency level	Currently, none of our students meet the criteria of being enrolled for 180 days New assessment English language acquisition will be in place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline in 2018-2019	place: English Language Proficiency Assessment for California (ELPAC) will be used to establish new baseline in 2018-2019		at least an additional 5%
Increase English Learner Reclassification Rate	5 students reclassified (23%)	Reclassify at least 25% of English Learners	Reclassify at least 30% of English Learners	Reclassify at least 35% of English Learners
Local Assessments: STAR Reading and Math pre and post assessments	Establish baseline of students improving scores on the STAR Reading and Math post assessments during the 2016-2017 school year	Establish Baseline for the 2017-2018 school year	Increase percentage of students improving scores on the STAR Reading and Math post assessments by an additional 5% compared to the baseline	To be determined Increase percentage of students improving scores on the STAR Reading and Math post assessments by an additional 10% compared to the baseline
Percentage of students achieving at least 85% of credits attempted	30% students at CCCS W 73% students at CCCS WS 41% students at YCCP Establish baseline for DJ during the 2017-2018 school year	35% students at CCCS W 75% students at CCCS WS 45% students at YCCP Baseline for DJ during the 2017-2018 school year	40% students at CCCS W 80% students at CCCS WS 50% students at YCCP Increase for DJ by 5% over baseline	45% students at CCCS W 85% students at CCCS WS 55% students at YCCP Increase for DJ by 10% over baseline
100% of facilities will meet facility inspection criteria	100%	100%	100%	100%
100% of teachers assigned with proper credentials	71%	100%	100%	100%
100% of students will have standards-aligned instructional materials	100%	100%	100%	100%

Action **2A**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on English Language Development, academic vocabulary, and reading proficiency Continue to contract with the American Reading Company for professional learning in support of English learners accessing core content and advancing in English language proficiency levels Explore math curriculum replacement and/or supplement in the following areas: 1. Algebra I California Standards (Common Core) 2. Critical thinking, reasoning, and problem solving	Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on English Language Development, academic vocabulary, and reading proficiency Continue to contract with the American Reading Company for professional learning in support of English learners accessing core content and advancing in English language proficiency levels Use math curriculum replacement and/or supplement in the following areas: 1. Algebra I California Standards (Common Core) 2. Critical thinking, reasoning, and problem solving	Provide students with a culturally responsive, relevant, curriculum aligned to California Standards (Common Core), with an emphasis on English Language Development, academic vocabulary, and reading proficiency Continue to contract with the American Reading Company for professional learning in support of English learners accessing core content and advancing in English language proficiency levels Use math curriculum replacement and/or supplement in the following areas: 1. Algebra I California Standards (Common Core) 2. Critical thinking, reasoning, and problem solving

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

<u>Students to be Served</u>	X All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$12,000	Amount	\$12,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies \$18,000, Services and Operating Expenditures \$7,000	Budget Reference	Books and Supplies \$2,000, Services and Operating Expenditures \$10,000	Budget Reference	Books and Supplies \$2,000, Services and Operating Expenditures \$10,000

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Identify and implement a wide-range of instructional materials to meet the needs of non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.	Implement the instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.	Implement the instructional materials to meet the needs non-English speaking students in subject areas such as science and social studies, including the acquisition of additional instructional materials in Spanish for relevant student populations, in particular those in the Office of Refugee Resettlement (ORR) program.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Lottery	Source	Lottery	Source	Lottery
Budget Reference	Books and Supplies \$5,000	Budget Reference	Books and Supplies \$5,000	Budget Reference	Books and Supplies \$5,000

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.	Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.	Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,918	Amount	\$1,965	Amount	\$1,994
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries \$1,145, Classified Salaries \$176, Employee Benefits \$364, Books and Supplies \$8, Services and Other Operating Expenditures \$48, Indirect \$177	Budget Reference	Certificated Salaries \$1,162, Classified Salaries \$179, Employee Benefits \$386, Books and Supplies \$8, Services and Other Operating Expenditures \$48, Indirect \$182	Budget Reference	Certificated Salaries \$1,179, Classified Salaries \$182, Employee Benefits \$393, Books and Supplies \$8, Services and Other Operating Expenditures \$48, Indirect \$184

Action **2D**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

X New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Purchase hardware and software and provide professional development to integrate technology in the instructional program

Purchase hardware and software and provide professional development to integrate technology in the instructional program

Purchase hardware and software and provide professional development to integrate technology in the instructional program

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$20,000

Amount

\$20,000

Amount

\$20,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Books and Supplies \$15,000, Services and Other Operating Expenditures \$5,000

Budget Reference

Books and Supplies \$15,000, Services and Other Operating Expenditures \$5,000

Budget Reference

Books and Supplies \$15,000, Services and Other Operating Expenditures \$5,000

New

Modified

Unchanged

Goal 3

Provide an instructional program that prepares students with relevant 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.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified Needs: Pupil Outcomes and Conditions of Learning

1. Continue a College and Career readiness continuum of experiences, including Career Technical Education learning (A-G requirement not applicable)
2. Need to establish and articulate clear student performance expectations for college and career readiness, including CTE (Career Technical Education)
3. 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, post-secondary planning, and individual goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education Percentage of students with complete ILP's	100% of students have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education 80% of students (30 day commitments at DJ) have complete ILP's	100% of students will have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education 100% of students in the YCOE Alternative Education program (30 day commitments at DJ) will have complete ILP's	100% of students will have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education 100% of students in the YCOE Alternative Education program (30 day commitments at DJ) will have complete ILP's	100% of students will have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education 100% of students in the YCOE Alternative Education program (30 day commitments at DJ) will have complete ILP's
At least 85% of students will participate in arts education	At least 85% of students will participate in arts education	At least 85% of students will participate in arts education	At least 85% of students will participate in arts education	At least 85% of students will participate in arts education
Percent of students receiving transition services and providing updates within three (3) months of exiting our programs	Establish baseline percentage of students receiving transition services and providing updates within three (3) months of exiting our programs during the 2017-2018 school year	Baseline percentage of students receiving transition services and providing updates within three (3) months of exiting our programs	Increase percentage of students receiving transition services and providing updates within three (3) months of exiting our programs by 5% over baseline	Increase percentage of students receiving transition services and providing updates within three (3) months of exiting our programs by 10% over baseline

Percentage of students achieving scoring at level 3 or 4 on the Resilience and Youth Development Module on the California Healthy Kids Survey	Baseline to be established during the 2017-2018 school year	Baseline of student scores on the Resilience and Youth Development Module on the California Healthy Kids Survey	An additional 5% of students enrolled in our programs for 120 or more days will improve increase scores on the Resilience and Youth Development Module on the California Healthy Kids Survey compared to baseline	An additional 10% of students enrolled in our programs for 120 or more days will improve increase scores on the Resilience and Youth Development Module on the California Healthy Kids Survey compared to baseline
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Action **3A**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use 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	Use 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	Use 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	- pro-social adjustment	- pro-social adjustment
- career & college ready skills	- career & college ready skills	- career & college ready skills
- physical education program at DJ	- physical education program at DJ	- physical education program at DJ

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$799,841	Amount	\$825,245	Amount	\$851,665
Source	LCFF, Foster Youth Grant, Title I Part D	Source	LCFF, Foster Youth Grant, Title I Part D	Source	LCFF, Foster Youth Grant, Title I Part D
Budget Reference	LCFF Certificated Salaries \$422,799, LCFF Classified Salaries \$89,007, LCFF Employee Benefits \$178,940, LCFF Indirect \$70,318, Foster Youth Grant Certificated Salaries \$8,699, Foster Youth Employee Benefits \$2,628, Foster Youth Indirect \$1,153, Title I Part D Certificated Salaries \$18,221, Title I Part D Employee Benefits \$5,646, Title I Part D Indirect \$2,430, Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1G	Budget Reference	LCFF Certificated Salaries \$429,141, LCFF Classified Salaries \$90,342, LCFF Employee Benefits \$193,255, LCFF Indirect \$72,557, Foster Youth Grant Certificated Salaries \$8,829, Foster Youth Employee Benefits \$2,838, Foster Youth Indirect \$1,188, Title I Part D Certificated Salaries \$18,494, Title I Part D Employee Benefits \$6,098, Title I Part D Indirect \$2,503, Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1G	Budget Reference	LCFF Certificated Salaries \$435,578, LCFF Classified Salaries \$91,697, LCFF Employee Benefits \$208,715, LCFF Indirect \$74,924, Foster Youth Grant Certificated Salaries \$8,961, Foster Youth Employee Benefits \$3,065, Foster Youth Indirect \$1,224, Title I Part D Certificated Salaries \$18,771, Title I Part D Employee Benefits \$6,189, Title I Part D Indirect \$2,541, Program Specialist/Counselor cost included in Action 1E, Probation Officer cost included in Action 1G, Principal cost included in Action 1G

Action 3B

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

<u>Students to be Served</u>	All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide enrichment activities:

Partner with Yolo Arts to provide arts education programs at Dan Jacobs (DJ) and Cesar Chavez Community School (CCCS) in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.

2018-19

New Modified Unchanged

Provide enrichment activities:

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.

2019-20

New Modified Unchanged

Provide enrichment activities:

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.

BUDGETED EXPENDITURES

2017-18

Amount

\$10,000

Source

LCFF

Budget Reference

Services and Other Operating Expenditures

2018-19

Amount

\$10,000

Source

LCFF

Budget Reference

Services and Other Operating Expenditures

2019-20

Amount

\$10,000

Source

LCFF

Budget Reference

Services and Other Operating Expenditures

Action **3C**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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 for instructional and support staff. With a minimum of one follow-up sessions throughout the school year.	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 for instructional and support staff. With a minimum of one follow-up sessions throughout the school year.	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 for instructional and support staff. With a minimum of one follow-up sessions throughout the school year.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$7,578 Source LCFF Budget Reference Certificated Salaries \$4,846, Classified Salaries \$916, Employee Benefits \$1,116, Indirect \$700	Amount \$7,826 Source LCFF Budget Reference Certificated Salaries \$4,919, Classified Salaries \$930, Employee Benefits \$1,254, Indirect \$ 723	Amount \$8,052 Source LCFF Budget Reference Certificated Salaries \$4,993, Classified Salaries \$944, Employee Benefits \$1,392, Indirect \$ 723

Action **3D**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
New Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Yolo County Construction Program: 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.	Yolo County Construction Program: 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.	Yolo County Construction Program: 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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$190,786 Source LCFF Budget Reference Certificated Salaries \$83,664, Classified Salaries \$17,594, Employee Benefits \$34,164, Supplies \$1,000, Services and Operating Expenditures \$36,736, Indirect \$17,628	Amount \$193,762 Source LCFF Budget Reference Certificated Salaries \$84,919, Classified Salaries \$17,858, Employee Benefits \$35,363, Supplies \$1,000, Services and Operating Expenditures \$36,719, Indirect \$17,903	Amount \$198,412 Source LCFF Budget Reference Certificated Salaries \$86,193, Classified Salaries \$18,126, Employee Benefits \$37,839, Supplies \$1,000, Services and Operating Expenditures \$36,922, Indirect \$18,332

Action **3E**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with Yolo County (YC) Probation), etc.</p> <p>Research and select financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p> <p>Additionally, use Early Assessment Program (EAP) scores of eligible students to make curricular and instructional decisions.</p>	<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with YC Probation), etc.</p> <p>Implement financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p> <p>Additionally, use EAP scores of eligible students to make curricular and instructional decisions.</p>	<p>Continue development of a continuum of Career Technical Education (CTE) and college readiness experiences for youth including soft skills training, personal planning and organization training, field trips to colleges and business sites, internship opportunities, the Yolo County Construction Program (eligibility determined in collaboration with YC Probation), etc.</p> <p>Continue to implement financial literacy curriculum to teach students to avoid debt, budget with intention, invest, and build wealth.</p> <p>Additionally, use EAP scores of eligible students to make curricular and instructional decisions.</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$30,000	Amount	\$45,000	Amount	\$10,000
Source	College Readiness Block Grant	Source	College Readiness Block Grant	Source	Lottery
Budget Reference	Books and Supplies \$5,000, Services and Other Operating Expenditures \$22,228 Indirect \$2,772	Budget Reference	Books and Supplies \$8,000, Services and Other Operating Expenditures \$32,842 Indirect \$4,158	Budget Reference	Books and Supplies \$2,000, Services and Other Operating Expenditures \$7,076, Indirect \$924

New
 Modified
 Unchanged

Goal 4

Coordinate the instruction of expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Identified Need: Conditions of Learning
 Expelled students must have educational options during the term of their expulsion. Although districts maintain responsibility for assuring all expelled students have placements, Yolo COE provides services to all expelled students through a variety of educational options.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Placement of Expelled Youth in Yolo County	Maintain Community School program as an option for 100%	Maintain Community School program as an option for 100% of	Maintain Community School program as an option for 100% of	Maintain Community School program as an option for 100% of

programs per the adopted AB922 (add hyperlink)	of expelled students.	expelled students.	expelled students.	expelled students.
Percentage of LEA's that adopt the AB922 plan	100% of LEA's adopt Yolo County AB922 Plan	100% of LEA's adopt Yolo County AB922 Plan	100% of LEA's adopt Yolo County AB922 Plan	100% of LEA's adopt Yolo County AB922 Plan

Action **4A**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] Expelled Students _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Continue to the County-wide Expulsion Plan. Meet with district superintendents to revise the plan as needed and submit the revised version to the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services 	<p>Continue to implement the County-wide Expulsion Plan. Meet with district superintendents to revise the plan as needed and submit the revised version to the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services 	<p>Continue to implement the County-wide Expulsion Plan. Meet with district superintendents to revise the plan as needed and submit the revised version to the state.</p> <p>SERVICES PROVIDED BY:</p> <ul style="list-style-type: none"> - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	Cost included in Actions 1E and 1G	Amount	Cost included in Actions 1E and 1G	Amount	Cost included in Actions 1E and 1G
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **4B**

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

Students to be Served All Students with Disabilities X [Specific Student Group(s)] Expelled Students

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YCOE services offerings, and compliance with all placement change requirements for pupils with IEP (Individualized Education Plan).	Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YCOE services offerings, and compliance with all placement change requirements for pupils with IEPs (Individualized	Continue coordination between YCOE staff and district liaisons for all referrals to YCOE’s community school and independent study programs. Coordination activities include a well-documented referral process, designated points of contact at each LEA, and integration of special education into the YCOE services offerings, and compliance with all placement change requirements for pupils with IEPs (Individualized Education Plan).

SERVICES PROVIDED BY: - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services	Education Plan). SERVICES PROVIDED BY: - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services	SERVICES PROVIDED BY: - Principal - Program Specialist / Counselor - Assistant Superintendent, Instructional Services
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BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Cost included in Action 1E and 1G	Amount	Cost included in Action 1E and 1G	Amount	Cost included in Action 1E and 1G
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New
 Modified
 Unchanged

Goal 5 Improve the coordination of services for foster youth (FY) between Yolo County Districts and the Child Welfare Department.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Identified Need: Conditions of Learning
 Coordination between education agencies and child welfare regarding foster youth must be timely, accurate, ongoing, and consistent in order to meet the needs of these youth
 Establish goals for successful completion of the next phase of education at each transition: Preschool to Elem. - >Elem. to MS-> MS to HS->HS to post-secondary

Create high school completion plans for foster youth foster youth (FY) transitioning from middle school

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of foster youth receiving Child and Family Team (CFT) services	Establish baseline percentage of foster youth (FY) receiving Child and Family Team services	Baseline percentage of foster youth receiving Child and Family Team services	Increase percentage of FY receiving Child and Family Team services by 5% compared to baseline	Increase percentage of FY receiving Child and Family Team services by 10% compared to baseline
Percentage of FY at the middle school level with high school completion plans as they transition from middle school	Establish baseline of percent of FY with complete high school completion plans as they transition from middle school	Baseline of percent of FY with complete high school completion plans as they transition from middle school	Increase baseline by 5% for FY with complete high school completion plans as they transition from middle school	Increase baseline by 10% for FY with complete high school completion plans as they transition from middle school
All identified foster youth will achieve an attendance rate of 10% above baseline percentage.	Establish baseline of identified foster youth attendance rate.	Baseline percentage of all identified foster youth will achieve an attendance rate.	Increase attendance rate percentage of FY by 5% compared to baseline	Increase attendance rate percentage of FY by 10% compared to baseline
Percent of FY assessed for Social and Emotional Learning (SEL) needs and referred for SEL services	Establish baseline of percent of FY assessed for SEL needs and referred for SEL services	Baseline percentage of FY assessed for SEL needs and referred for SEL services	Increase percent of FY assessed for SEL needs and referred to SEL services by 5% compared to baseline.	Increase percent of FY assessed for SEL needs and referred to SEL services by 10% compared to baseline.

Action 5A

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Foster Youth
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
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Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Child and Family Team (CFT), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, Court Appointed Special Advocate (CASA) Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, Grade Point Average (GPA), test scores, credits and social/emotional health to create a baseline and create a unique service plan.	Child and Family Team (CFT), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, Court Appointed Special Advocate (CASA) Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, Grade Point Average (GPA), test scores, credits and social/emotional health to create a baseline and create a unique service plan.	Child and Family Team (CFT), for all foster youth. County and District Liaisons, Social Workers and Counselors will work with Child Welfare Social Workers, Probation Officers, Court Appointed Special Advocate (CASA) Volunteers and/or Educational Rights Holders to assess each student when entering foster care regarding: grades, attendance, Grade Point Average (GPA), test scores, credits and social/emotional health to create a baseline and create a unique service plan.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$150,800	Amount \$150,425	Amount \$150,030
Source Foster Youth Grant	Source Foster Youth Grant	Source Foster Youth Grant
Budget Reference Certificated Salaries \$34,798, Employee Benefits \$10,513, Books and Supplies \$5,000, Services and Other Operating	Budget Reference Certificated Salaries \$35,320, Employee Benefits \$11,354, Books and Supplies \$5,000, Services and Other Operating	Budget Reference Certificated Salaries \$35,850, Employee Benefits \$12,262, Books and Supplies \$5,000, Services and Other Operating

Expenditures \$86,556, Indirect \$13,933

Expenditures \$84,853, Indirect \$13,898

Expenditures \$83,056, Indirect \$13,862

Action **5B**

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

Students to be Served

All Students with Disabilities Foster Youth

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Middle and High School Counselors will collaborate to assure that all incoming 8th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.

Middle and High School Counselors will collaborate to assure that all incoming 8th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.

Middle and High School Counselors will collaborate to assure that all incoming 8th graders will have a college preparatory high school completion plan. This plan will be tracked 3x per yr. by School Counselors with assistance from the district liaisons.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Cost Included in Action 5A

Amount

Cost Included in Action 5A

Amount

Cost Included in Action 5A

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action **5C**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Part of the Child and Family Team (CFT) process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance will be made to foster parents and Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.	Part of the Child and Family Team (CFT) process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance will be made to foster parents and Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.	Part of the Child and Family Team (CFT) process is to orchestrate a tracking system for attendance. District Liaisons will query attendance for foster youth beginning with the second week of school, and continue at regular intervals throughout the school year. Notifications of attendance will be made to foster parents and Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Source	Source	Source
Budget Reference	Budget Reference	Budget Reference

Action **5D**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Foster Youth</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
All Foster Youth when entering care will be identified and assessed for social/emotional needs by the Child and Family Team partners. Social/emotional services may include but are not limited to: 2 nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.	All Foster Youth when entering care will be identified and assessed for social/emotional needs by the Child and Family Team partners. Social/emotional services may include but are not limited to: 2 nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.	All Foster Youth when entering care will be identified and assessed for social/emotional needs by the Child and Family Team partners. Social/emotional services may include but are not limited to: 2 nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and referrals to community – based services.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Cost Included in Action 5A	Amount	Cost Included in Action 5A	Amount	Cost Included in Action 5A
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 392,103.80

Percentage to Increase or Improve Services:

8.45%

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

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

Youth served through our programs reflect a significant transient population, specifically youth who transition between our community school and detention facility on a regular basis and represent a high concentration of unduplicated students per LCFF definition i.e., Foster Youth, English Learners, and youth from a Low Income background. Serving our youth also requires collaboration and communication across various agencies e.g., Probation, Child Welfare Services, CommuniCare, that partner with YCOE in delivering programs and resources while they are in custody and in the community across the entire county. Consequently, it is prudent and practical for us to administer all aspects of our program in an LEA-wide manner.

The court and community schools will increase services by 8.45% for English Learners, Foster Youth and Low Income students by providing additional transportation services, hiring a 4-hour site secretary to assist with administrative and attendance duties, and contracting with a mental health provider to provide direct support and training to our youth and families. The court and community school program will also develop and implement a multi-tiered system of support across our sites, improve the implementation of Individualized Learning Plans (ILPs) to ensure youth engagement and follow through on goals and monitoring of success and adjustments that need to be made and develop and implement youth transition protocols and procedures in collaboration with stakeholders and agency partners.

Each of these Actions and Services are designed to do the following:

1. Engage youth in a meaningful and rigorous educational program
2. Identify and effectively address academic learning opportunities, including credit recovery
3. Address issues associated with gang involvement and drug abuse
4. Meet the distinctive educational needs of special needs students
5. Address the socio-emotional needs of at-risk youth
6. Improve family and community partnerships
7. Effect a highly trained and efficacious teaching and support staff

Action 1A:

Contract with mental health provide for mental health services for youth and to supplement our efforts to engage families in trusting partnerships. Delivery of services at the community school will be the focus.

Action 1B:

Provide Inclusive Behavior Instruction

- Continue contract with Placer County Office of Education in partnership with Yolo County Probation to support implementation of Positive Behavior Intervention and Support (PBIS) at Dan Jacobs and plan for implementation across the remaining Alternative Education sites
- Continue professional development in Trauma-informed practices (TIPs) and implementation of TIPs
- Explore restorative practices professional development e.g., Nurturing Hearts

Action 1C:

Purchase a passenger van to support transportation of youth to and from school and field trips

Supports Operation Services (SOS) maintenance costs

Action 1E:

Truancy Reduction and Transition Services, Sample Actions Include

- Home Visits
- Family Engagement to seek input from parents regarding the programs offered in schools for all youth including Foster, English Learners, Low Income, and Individuals with Exceptional Needs.
- Staff and Family Training
- Coordination of Services with Agency, Business, and Educational partners

Action 3B:

Partner with Yolo Arts to provide arts education programs at Dan Jacobs (DJ) and Cesar Chavez Community School (CCCS) in the areas of 2D drawing and painting, ceramics, and photography as well a musical presentation through Blues in the School.

Expenditures by Action

Goal #	Planned Action	Budgeted Expenditure	Source	Actual Action	Actual Expenditure	Object
1.A	Mental Health Services	\$25,000	LCFF			5000
1.B	PBIS and TIPs Professional Development	\$7,200	LCFF			5000
1.C	Purchase Passenger Van	\$20,000	Lottery			6000
1.D	SIS assessment Management System	\$50,353	LCFF			5000
1.E	Truancy Prevention and Transition Services	\$91,480	Title I Part D			1000, 2000, 3000
1.E	Truancy Prevention and Transition Services	\$65,783	Title I Part A			1000, 3000
1.E	Truancy Prevention and Transition Services	\$27,002	LCFF			2000, 3000
1.F	50% Probation officer (83 days)	\$26,000	Title I Part D			5000
1.G	Implementation and Program Effectiveness	\$266,179	LCFF			1000, 3000, 7000
1.G	Implementation and Program Effectiveness	\$268,334	Special Ed			1000, 2000, 3000, 4000, 5000, 7000
2.A	EL and Math curriculum alignment	\$25,000	LCFF			4000, 5000
2.B	Instructional Materials	\$5,000	Lottery			
2.C	Annual review of sufficiency	\$1,918	LCFF			1000, 2000, 3000, 4000, 5000, 7000
2.D	Technology purchases and Professional Development	\$20,000	LCFF			
3.A	Individualized Learning Plans	\$761,064	LCFF			1000, 2000, 3000, 7000
3.A	Individualized Learning Plans	\$12,480	Foster Youth Grant			1000, 3000, 7000
3.A	Individualized Learning Plans	\$26,297	Title I Part D			1000, 3000, 7000
3.B	Arts Education Programs	\$10,000	LCFF			5000
3.C	Strategic Planning Day/Instr Services	\$7,578	LCFF			1000, 2000, 3000, 7000

3.D	Yolo County Conservation Partnership	\$190,786	LCFF			1000, 2000, 3000, 4000, 5000, 7000
3.E	CTE and College Readiness Continuum	\$30,000	College Readiness Block Grant			4000, 5000, 7000
4.A	Continue County-wide Expulsion Plan	costs in 1E, 1G				
4.B	Coordination between YCOE and district liaisons	costs in 1E, 1G				
5.A	Implement Child and Family Team (CFT)	\$150,800	Foster Youth Grant			1000, 3000, 4000, 5000, 7000
5.B	College Prep for Foster Youth 8th graders	costs in 5.A				
5.C	Foster Youth attendance tracking	costs in 5.A				
5.D	Identify/Assess all incoming Foster Youth	costs in 5.A				

Total LCFF	\$1,392,080	Total Actual Expenditures	\$0
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Total Lottery \$25,000

Total Special Ed \$268,334

Total Title I Part A \$65,783

Total Title I Part D \$143,777

Total Foster Youth \$163,280

Total College Readiness Block Grant \$30,000

Total LCAP Planned Expenditures \$2,088,254

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: [Linked Table of Contents](#)

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

[Budget Summary](#)

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

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

describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as

consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the

percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards

- i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

- A. Working with the county child welfare agency to minimize changes in school placement

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

APPENDIX C: 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 D: 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.