

Local Control Accountability Plan End of Year Update

Goal 1: Provide a countywide structured positive instructional program in collaboration with county agencies that provides all students, including foster youth, English learners, economically disadvantaged, and expelled students, with academic support that promotes college and career readiness with academic and socio-emotional interventions to eliminate barriers for student success.

ACTIONS/SERVICES	UPDATES
<p>Action 1 Maintain additional math, English, and other core subject support, during school, and/or an extended school day through on-site tutoring, credit recovery classes not available in the school (paper pencil and/or online) small group direct instruction, one on one support, differentiated materials, counseling, and parent/guardian/teacher meetings.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • Currently, time is reserved on Tuesday and Thursday afternoons from 1:00-3:00 for students to receive additional academic supports. • Priority has been given to students from Maxwell due to the impact of transit schedules. • Edmentum has been purchased to provide credit recovery for student's needs. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • School schedule was changed in October to allow designated time for each grade span (7-8 and 9-12) to receive targeted instruction in English and Math. • Additional work was provided to independent study students and credit deficient students during the Thanksgiving and Winter Breaks. <p>May 2019:</p> <ul style="list-style-type: none"> • School schedule was changed back to the original schedule due to declining middle school enrollment. • Additional support is still available before school from 7:30-8:00 and after school daily until 4:00.
<p>Action 2 Provide AVID strategies in existing classes.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • Students have been taught about text structure, note taking and the use of graphic organizers. Students use folders on a daily basis to organize student work. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • Strategies continue to be provided and taught to the students. <p>May 2019:</p> <ul style="list-style-type: none"> • AVID strategies continued to be infused throughout lessons including a focus on text structures and the use of a variety of graphic organizers.
<p>Action 3 Maintain Designated and Integrated ELD</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • English learners have a designated textbook, English 3D, for use in class. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • ELD instruction continues to take place in the classroom. <p>May 2019:</p> <ul style="list-style-type: none"> • Integrated ELD instruction continues to take place and students receive multiple assignments weekly focused on vocabulary and language acquisition.
<p>Action 4 Provide Foster and Homeless Liaison trainings to provide support and coordinate services to foster youth in the county.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • One Foster and Homeless Liaison has been identified for each of the four districts and work to provide supports to students as necessary. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • Two Foster and Homeless Liaison trainings took place with a focus on FASFA (financial aid for college) and proper identification of Foster Youth. <p>May 2019:</p> <ul style="list-style-type: none"> • Six Foster and Homeless Liaison trainings took place with a focus on Ed. Case management for Foster Youth. One training was organized for the districts Foster Youth Liaisons on AB 854.
<p>Action 5 Maintain Friday Night Live classes to build leadership skills, broaden appropriate social networks, and implement youth led projects to improve school climate and reduce youth access to alcohol and other drugs.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • Students work with Friday Night Live and the Youth Coalition in alternating weeks to develop leadership capacity and design and implement service learning projects. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • FNL and the Youth Coalition continue to be provided. All students are required to participate. <p>May 2019:</p> <ul style="list-style-type: none"> • Students continue to work with FNL bi-weekly.

	<ul style="list-style-type: none"> The Youth Coalition has stopped, but students volunteered with SWAT to provide presentations to regional schools. Additionally, Santana King provides presentations regularly to the students focused on tobacco and drug use with opportunities for student voice and leadership.
<p>Action 6 100% of students, including unduplicated pupils and students with exceptional needs will have access to standards-aligned instructional materials.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> The Community School has subscribed to Edmentum, an online learning provider that is approved by the University of California to provide college preparatory coursework. The school has also purchased additional supplemental textbooks and resources and is in the process of developing standards-aligned independent study courses to meet each graduation requirement. <p>Jan. 2019:</p> <ul style="list-style-type: none"> As of the start of the second semester, 62% of the necessary curriculum has been written for Independent Study students' graduation requirements. Curriculum developed directly aligns to current content standards. <p>May 2019:</p> <ul style="list-style-type: none"> The Community school has retained their subscription to Edmentum. The entire curriculum needed for independent study students to meet graduation requirements will be completed by July 30. Additional instructional materials have been purchased with a focus on science and technology as well as career and technical courses for student electives.
<p>Action 7 Students will be assisted in making a smooth transition back to their home school by meeting with district school administration to ensure alignment of instruction to meet all academic requirements.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> We have transitioned two students back to their home schools so far this term. Systems are in place for us to effectively communicate student attendance, progress grades and accurate transcripts. <p>Jan. 2019:</p> <ul style="list-style-type: none"> Discussions about student transitions were held during the November ILP meetings with parents and guardians to determine if meetings with administration were needed for their students. <p>May 2019:</p> <ul style="list-style-type: none"> Two additional students have transitioned back to their home schools. Meetings were held with each student making the transition to provide him/her with ongoing supports, and resources about his/her rights under California law. A final round of meetings is scheduled for the last week of school for each student in the Community School to either update their Individual Learning Plan or create a transition plan.
<p>Action 8 Basic Educational expenditures including but not limited to staffing, supplies, services, and other expenditures.</p> <ul style="list-style-type: none"> ✓ Highly qualified instructor/administrator to meet the academic needs of all students. ✓ Provide academic and behavioral interventions and involve parents in the education process (MTSS). ✓ Provide reliable safe home to school transportation for low-income students to increase attendance. ✓ Provide a nutritious breakfast, lunch, and snack for low-income students. ✓ Materials required to achieve and maintain academic goals. ✓ Services required to achieve and maintain academic goals. (i.e. state mandated assessments, student incentives, fieldtrips). 	<p>Oct. 2018:</p> <ul style="list-style-type: none"> James Welcome has been hired as the principal/ teacher for SWACS. An art teacher has been hired on an hourly basis to provide supplemental instruction. An agreement is in place to provide counseling to students one day a week through Behavioral Health. Transit tickets are provided to each student on a daily basis. The Community School has worked with Williams School District and the SELPA Department to provide transportation for upcoming field trips. <p>Jan. 2019:</p> <ul style="list-style-type: none"> A van will be purchased for transportation related to career exploration. Ongoing maintenance and upkeep costs will be funded through the Community School. Lockers were purchased for each student to have a personal storage space in the classroom. The county superintendent has provided Taekwondo instruction weekly. Two new employees have been hired to implement the Farm to School Grant and work with Community School students. Discussions about providing food services to students are ongoing. A Student and Family Advocate was hired and will begin working with students on January 17, 2019. <p>May 2019:</p> <ul style="list-style-type: none"> Meal services have been arranged with Williams Unified School District with minimal direct costs to the Community School. The Student/ Family Advocate resigned and the position was not rehired. An additional counselor was hired for approximately five hours of services per week. Additional instructional materials have been purchased with a focus on science and technology as well as career and technical courses for student electives. Three field trips have taken place with the assistance of SELPA and a van was purchased for the Community School.
<p>Action 9 Maintain Student Study Team Meetings, Individual Education Plan, Individual Learning Plan, and 504 meetings as required.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> Special Education services are provided by staff from SELPA. Meetings with parents to review progress and update Individual Learning Plans will be held every six weeks. Most parents have attended both an initial meeting in August and the first of student progress meetings. <p>Jan. 2019:</p>

	<ul style="list-style-type: none"> A full day of meetings to adjust ILPs was held in November. A meeting with the behavior support team was held on 11/28/2018. <p>May 2019:</p> <ul style="list-style-type: none"> A full day of meetings to adjust ILPs was held in March. Meetings with the behavior support team have been held multiple times to address students' needs.
<p>Action 10 Promote/support parent/guardian participation through increased communication, invitations to school committees, community, parent, and school events.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> Meetings with parents to review progress and update Individual Learning Plans will be held every six weeks. Most parents have attended both an initial meeting in August and the first of student progress meetings. <p>Jan. 2019:</p> <ul style="list-style-type: none"> A full day of meetings to adjust ILPs was held in November 2018. Parents were invited to attend field trips to Chico and Sacramento in October and November of 2018. <p>May 2019:</p> <ul style="list-style-type: none"> A full day of meetings to adjust ILPs was held in March.
<p>Action 11 Support independent study/home school students in meeting academic goals while working independently and providing direct instruction and academic counseling for individual student success.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> Each Independent Study Student has a contract in place that helps ensure they are making progress towards meeting academic benchmarks and timely graduation. <p>Jan. 2019:</p> <ul style="list-style-type: none"> Students are provided with academic counseling and direct instruction during their appointments with the teacher. If increased support is necessary, additional meetings take place. <p>May 2019:</p> <ul style="list-style-type: none"> Procedures for students on independent study were revised to allow for longer duration of contracts. Additional tools for monitoring students' progress were implemented to provide more supports for students.
<p>Action 12 Maintain regularly scheduled weekly independent study/home school meetings with the students/parents /guardians /teacher to provide instruction, support, review student progress, provide assignment, and ensure attendance is continuous.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> Each of the 13 independent study students has a minimum of 60 minutes of instructional time reserved weekly. <p>Jan. 2019:</p> <ul style="list-style-type: none"> One hour continues to be allocated to each student; however, the student is provided additional support at any time within the school hours. <p>May 2019:</p> <ul style="list-style-type: none"> Independent study students are provided with a minimum of one hour of the instructor's time; however, the majority of students receive additional instructional time.
<p>Action 13 Facilities Inspection Tool (FIT) ratings of good or better</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> A part-time custodian cleans the classroom and new furniture has been placed in the classroom and exercise room. <p>Jan. 2019:</p> <ul style="list-style-type: none"> The county office received a rating of "Good". <p>May 2019:</p> <ul style="list-style-type: none"> No updates to report.
<p>Action 14 Maintain a system to evaluate student performance data to modify instruction, provide timely student interventions, and support data decision-making practices.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> Students receive bi-weekly updates on their grades and progress. Students are able to use these reports to complete missing work and retake any assessments. <p>Jan. 2019:</p> <ul style="list-style-type: none"> Semester grades were distributed to students, parents and probation departments in December 2018. Follow up interventions have occurred. <p>May 2019</p> <ul style="list-style-type: none"> Semester grades will be issued on May 24th.
<p>Action 15 Maintain an alternative to offer courses at comprehensive schools, community colleges where dual credit is desired, and/or online learning when not all courses are offered through independent study.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> Four Community School students have been enrolled in advanced education offerings at WCC. The Community School has provided them with textbooks for their courses. Three students successfully completed community college work. <p>Jan. 2019:</p> <ul style="list-style-type: none"> Woodland Community College Student Outreach Specialist, presented to students regarding options at the community college. One student is currently enrolled at WCC.

	<p>May 2019:</p> <ul style="list-style-type: none"> • Three Community School students have been enrolled in advanced education offerings at WCC. One student is enrolled in classes for the summer. • The Community School has provided all students with textbooks for their courses. • Students participated in a career fair hosted by Woodland Community College.
<p>Action 16 Survey parents, students, and the community for program effectiveness and school climate.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • Parent surveys are planned to be incorporated into the second round of students' progress meetings. • Student surveys were completed in Sept. 2018. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • Parents completed Surveys in November of 2018. <p>May 2019:</p> <ul style="list-style-type: none"> • Student Surveys will be completed by May 24. • Parent surveys will be completed by May 24.
<p>Action 17 Maintain quarterly LCAP Committee meetings.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • The first quarterly LCAP meeting is scheduled for 10/17. All potential stakeholders were contacted via phone and personally invited to attend the event. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • The next LCAP stakeholder meeting is scheduled for January 16, 2019. <p>May 2019:</p> <ul style="list-style-type: none"> • The final LCAP Stakeholder meeting is scheduled for May 15, 2019.
<p>Action 18 Provide continuous communication/collaboration with other county agencies to improve attendance, emotional health, social adjustment, successful reintegration to regular school for all students, including unduplicated pupils and students with exceptional needs.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • The Community School maintains agreements with multiple local agencies to provide services to students. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • A meeting with the Probation Department in December 2018 occurred to discuss academic status of youth on probation. • A representative from the probation department participated in the student field trip to Sacramento in November 2018. • Ongoing discussions occur with County Behavioral Health regarding the status of Community School students. <p>May 2019:</p> <ul style="list-style-type: none"> • The probation officer assigned to youths in Colusa County and assists in the classroom for two hours every week and has attended multiple student meetings. • Behavioral Health continues to provide weekly services to students.
<p>Action 19 Implement the process of obtaining WASC accreditation for the community school.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • The initial visit for WASC Accreditation took place on September 13. The initial feedback we have received is positive. Three areas for focus were identified by the visiting team; Developing standards-aligned curriculum. Using tests and quizzes to make decisions about how to best serve students. Sharing with the community about the purpose of the Community School and building more partnerships. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • SWACS was recommended for preliminary WASC accreditation and a seal and banner were ordered. <p>May 2019:</p> <ul style="list-style-type: none"> • SWACS formally received preliminary WASC accreditation and the news has been announced on the web site and the seal has been used on all current diplomas and transcripts.

Goal 2: Provide current and relevant professional learning that supports effective instructional practices in all curricular areas including effective student engagement.

ACTIONS/SERVICES	UPDATES
<p>Action 1: Provide induction training for all beginning teachers that fulfill professional clear credential requirements for multiple and single subject, education specialist, and career technical education credential holders.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • There are four newly hired special education teachers and all are enrolled in the Induction Program. • Their mentor observes candidates; they observe a seasoned colleague and hold a triad meeting with their mentor and site administrator. They rate themselves with a pre and post ranking on two standards from the Continuum of Teaching Practice and the expectation is that each teacher will successfully complete two Individual Learning Plans during each program year. <p>Jan. 2019:</p> <ul style="list-style-type: none"> • The four new teachers continue to participate successfully in the Induction Program. Observation, triad meetings continue and support is provided where necessary. The teachers have completed one Individual Learning Plan. <p>May 2019:</p> <ul style="list-style-type: none"> • All four teachers have successfully completed the Induction Program.
<p>Action 2: Maintain professional learning opportunities to county and neighboring district, including law enforcement, based on trends, need, and availability to support student learning and instruction.</p>	<p>Oct. 2018:</p> <ul style="list-style-type: none"> • Professional Learning Network in collaboration with Yolo and Yuba COEs: The focus is to provide training to LEAs in the three county consortia on building collaboration, capacity, and support continuous improvement across the LCFF state priorities. • Multi-Tiered System of Supports Framework and LCAP alignment to assist LEAs to organize resources through alignment of academic standards and behavioral expectations. • Foster Youth District Liaison trainings on the responsibilities and knowledge of state and federal laws, referrals to services, expedite enrollment in appropriate school permanent placements, provide guidance and support to foster youth students; including transportation. In addition to the trainings mentioned above, it is an ongoing goal to continue to train school clerical personnel to properly code and report foster youth into the data system utilized by the LEA in a timely manner. <ul style="list-style-type: none"> ✓ Footsteps2Brilliance curriculum enhancement, parent and community collaboration. ✓ Community of Practice: Math and Science ✓ ELPAC and ELD training for districts ✓ Migrant Education Program ✓ External Support for WUSD <p>Jan. 2019:</p> <ul style="list-style-type: none"> • The three county offices, Colusa, Yolo, and Yuba, continue to provide training, capacity building, and technical assistance to the LEAs through the Professional Learning Network. • The county office continues to meet with the districts participating in the Multi-Tiered System of Supports Framework to provide them technical assistance and LCAP alignment. • The Prevention Services Coordinator continues to provide Foster Youth District Liaison trainings on the responsibilities and knowledge of state and federal laws, referrals to services, expedite enrollment in appropriate school permanent placements, provide guidance and support to foster youth students; including transportation. Quarterly Executive Advisory Council meetings take place to ensure community stakeholder feedback is obtained. • Additional Professional Learning provided: <ul style="list-style-type: none"> ✓ Footsteps2Brilliance curriculum enhancement, parent and community collaboration. ✓ Community of Practice: Math and Science ✓ Migrant Education Program ✓ External Support for WUSD ✓ Curriculum and Instruction ✓ District Leadership Trainings <p>May 2019:</p> <ul style="list-style-type: none"> • The three county offices, Colusa, Yolo, and Yuba, continue to provide training, capacity building, and technical assistance to the LEAs through the Professional Learning Network. Four trainings have taken place since January and two planning meetings will take place in June to plan for the upcoming school year. • The Prevention Services Coordinator continues to provide Quarterly Executive Advisory Council meetings take place to ensure community stakeholder feedback is obtained. • Additional Professional Learning provided: <ul style="list-style-type: none"> ✓ Burlington English Software Training for Adult Education Teachers to improve English for English Learners ✓ PROTECT Training AB1227 ✓ Foster Focus: a statewide system of programs designed to meet the unique educational needs of foster children and youth ✓ 504 Training ✓ CPI-Non-violent Crisis Prevention ✓ Soliday Reading Intervention-SELPA ✓ Career Cruising- SELPA ✓ Exceptional Child monthly online training-SELPA

