

**2018-2019  
LCAP Review**

Yolo County Board of Education

June 12, 2018

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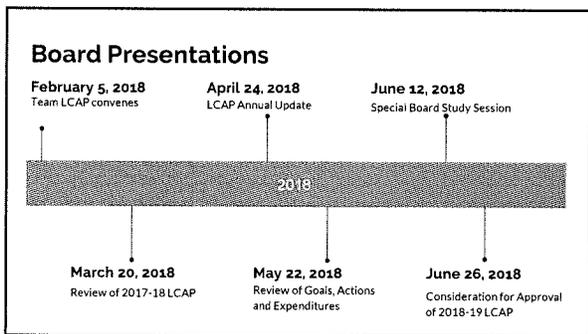
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**Section I**

- The Story
- Highlights
- Greatest Progress
- Greatest Needs
- Performance Gaps
- Budget Summary

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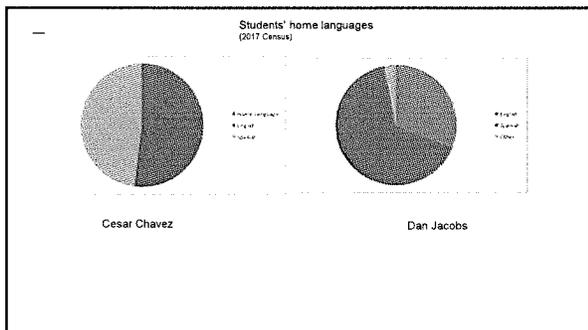
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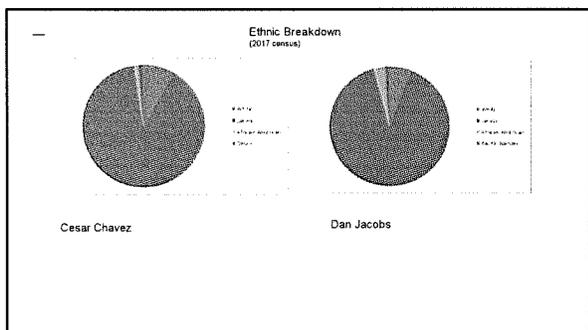
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### Greatest Progress:

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

- The school's weekly collaborative meetings provide a faculty forum to discuss program needs, instructional materials needs, and/or concerns. Professional Development days are scheduled throughout the year on Wednesday afternoons and have given our teachers and staff a chance to collaborate with community leaders and partners to better serve our youth.
- The programs have over 25 students who have met graduation requirements for school year 2017-2018.
- The Alternative Education programs have received the SUMS (Chart 3 MTSS) grant to help facilitate our multi-tiered system of supports for students and staff.
- The Alternative Education programs and staff have created and built strong relationships with community partners and agencies.

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## Greatest Needs:

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

- Maintaining a stable and consistent teaching staff.
- Establishing and implementing a multi-tiered system of support for youth (including collaboration with agency and business partners)
- Developing and implementing a rigorous and meaningful curriculum across all sites, including providing instructional materials in Spanish

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## Greatest Needs:

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

- Engaging families in trusting partnerships
- Increasing student engagement through the writing and creation of culturally-relevant curriculum units
- Developing a robust and well-articulated youth transition system

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## What we are doing:

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

- 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

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## What we are doing:

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
- Partnering with outside agencies to ensure culturally relevant curriculum is available and delivered to increase student engagement and increase credit completion.
- Collaborate with the College and Career Readiness Department, Program Specialist, Yolo County Probation, and support staff to create a systematic approach to serving youth with immediate need of transitional support.

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## Performance Gaps:

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

- 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%.
- 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.

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## Performance Gaps:

- Implementation and data collection of individualized learning plans across our program is an area of growth and primary focus as these documents serve as the primary resource to coordinate programs and services for youth and communication tool across systems.
- Design of successful transition supports in collaboration with community partners remains an area of growth for the next several years as way to maintain care and programming regardless of the context within which we are serving our students.
- 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.

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**Section II  
(Annual Update)**

- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5




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The Annual Update section of the LEAP template must include:

- A listing and description of expenditures on LEAP actions currently being implemented
- A listing and description of expenditures targeting high need students and reclassified English learners.
- The listed expenditures identified in the update must be classified using the California School Accounting Manual.
- A description of changes to LEAP actions that a district will make as a result of the review and evaluation.




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**ANNUAL UPDATE (example)  
GOAL 1, Page 7**

**ATTENDANCE IMPROVEMENT ... The cycle ...**

**ACTION(S)** ... (What are we going to do)  
 2B. Provide 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.

2C. Provide transportation for students ... bus passes, pick up by staff

**MATRIX** ... (How do we know it is working)  
 • Attendance has increased each month of the 2017-18 school year compared to the 2016-17 school year (next slides)  
 • Three-level system of support for addressing attendance (next slides)

**EXPENDITURES** ... (What is in the budget)  
 • \$51,419 (salary and benefits, 1.125 FTE)  
 • \$4,000 (bus passes)

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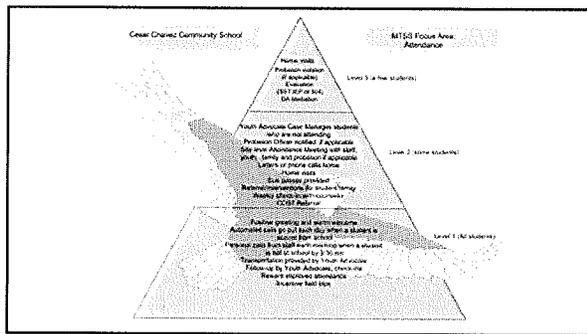
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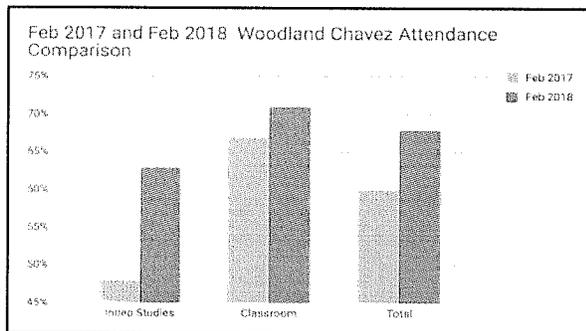
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**Section III**

- Stakeholder Engagement
- Impact
- Goals, Actions & Services
- Demonstration of Services ...

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**Stakeholder Engagement**

Stakeholder engagement is an integral part of the LCAP planning process. As in previous years, the writing team members used the same process to gain feedback from stakeholders by hosting a variety of meetings. These meetings are open to the community, parents, students, and staff for feedback concerning our goals, actions and services, and outcomes, along with the budget necessary to provide them.

Previous input from stakeholders have suggested:

- Staff/teachers make positive phone calls to parents on a regular basis
- Continue to contract with Yolo Arts
- Expand the ILP process
- CTE classes at Dan Jacobs
- Increase para educator's hours to ensure proper coverage and support of classrooms at Chavez
- Improve transitions by having and providing real-time student data and credit information
- Students requested assistance in completing college applications, increased internship opportunities, and a credit building/financial planning/financial literacy course.

Additional input from stakeholders this year have suggested:

- Increase parent involvement opportunities
- Provide additional leadership opportunities and community services opportunities for students
- Engage students in community events
- Explore extended day activities

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Yolo County School Board Trustees received an update of current LCAP implementation and a copy of the interim timeline for YCOE's LCAP team.

- March 20, 2018
- April 24, 2018
- May 22, 2018
- June 12, 2018
- June 26, 2018

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)

- September 15, 2017
- October 20, 2017
- November 17, 2017
- January 19, 2018
- February 16, 2018
- March 16, 2018
- April 20, 2018
- May 18, 2018
- June 15, 2018

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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

- August 9, 2017
- September 13, 2017
- October 11, 2017
- January 10, 2018
- March 14, 2018 (Rescheduled due to student walkouts)
- 3/14 Rescheduled to April 13, 2018
- May 9, 2018

Alternative Education Leadership met on the following dates to plan, develop, review information pertaining to the LCAP:

- August 28, 2017
- October 30, 2017
- November 27, 2017
- January 22, 2018
- February 26, 2018
- March 26, 2018
- April 30, 2018
- May 21, 2018

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Stakeholder Meetings for staff, students, parents, community members and YCOE employees were held:

- February 15, 2018
- February 22, 2018
- March 7, 2018
- March 14, 2018
- March 22, 2018
- April 18, 2018
- April 25, 2018
- May 02, 2018

School Site Council received an update on LCAP:  
June 4, 2018

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**Stakeholder Impact on LCAP and Annual Update**

- Affirmed the positive changes and programs that are currently in place
- Gave community members the opportunity to express concerns or share in celebrations
- Required collaboration among county-wide agencies
- Shared best practices
- Gave open line of communication between leadership team and stakeholders

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**Demonstration of services:**

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 substance 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. Impact a highly trained and efficacious teaching and support staff

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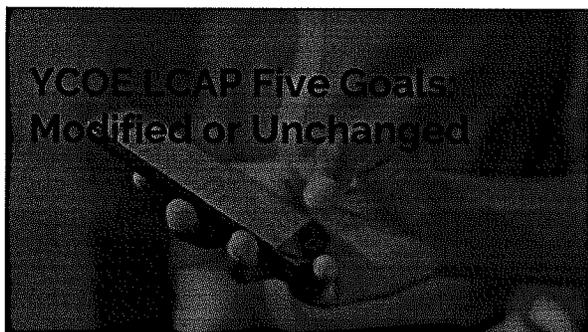
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**Goal 1**

Hire a 2 FTE MH Therapist

Continue:

- Father's and Families
- Brown Issues
- Cognitive Behavior Classes
- CARE+ PBIS model implementation
- Restorative Practices (SAYS, Nurtured Heart)

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**Goal 2**

Continue:

- Focus on the writing of a culturally responsive, relevant curriculum aligned to California Standards
- Explore Algebra curriculum options
- Implement the instructional materials to meet the needs non-English speaking students

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**Goal 3**

Continue:

- Focus on implementation of ILP (Individual Learning Plans)
- Yolo Arts
- Implement "A Second Chance Through Music"
- Provide a three-day Summer Academy in June 2019 for instructional and support staff to revise and expand culturally-relevant curriculum units and collaborative projects.

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**Goal 4**

Continue:

Provide an educational setting for all Yolo County expelled youth.

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**Goal 5**

Continue:

- CFT Meetings
- Collaborate with middle and high school counselors
- FY Tracking and Monitoring system
- Social and Emotional supports

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Section IV

- LCAP Expenditure Summary



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Any questions?



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