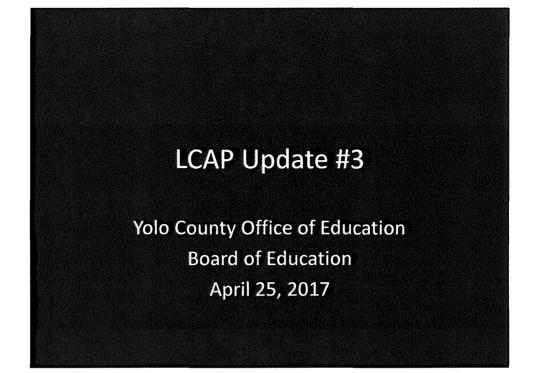
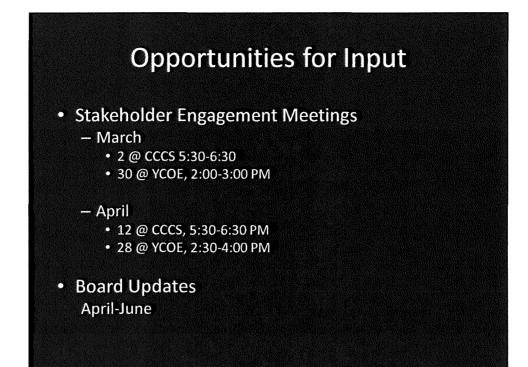
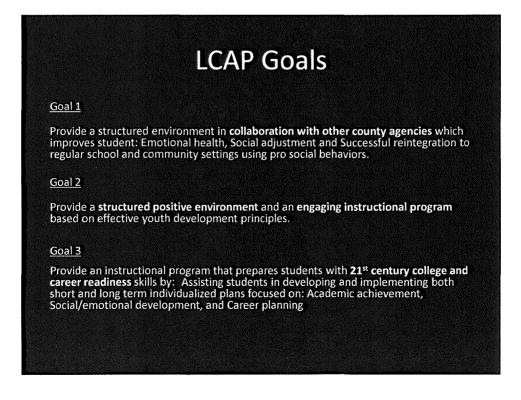
Handent Item # 3.6 04/25/17 YLBE Reg. My 4/25/2017



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Goal 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.

Action/Service Update:

Provide training and coaching for staff to increase pro-social behavior, namely improving attendance and teaching the soft skills necessary for students to access a quality education, graduate and succeed in the job field.

<u>Goal 2 :</u> Provide a **structured positive environment** and an **engaging instructional program** based on effective youth development principles.

Actions/Services Update:

Provide a relevant, culturally sensitive curriculum aligned to the Common Core Standards with an emphasis on language development, academic vocabulary, and reading proficiency.

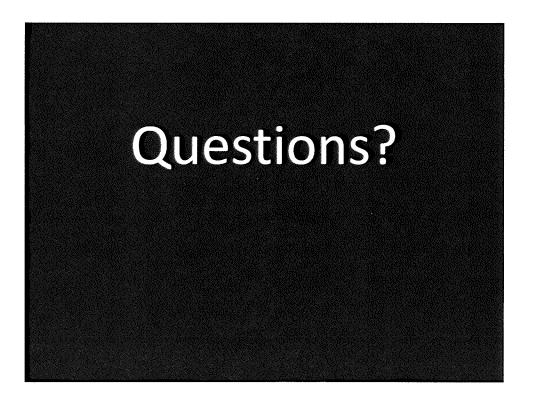
Increase achievement in Mathematics, with an emphasis on Algebra I Common Core Standards, thinking, reasoning, and problem solving.

School administration and faculty continue to explore and gain teacher input on professional development needs that include lesson planning and providing a comprehensive and sequential curriculum for all students in order to provide teachers with a cohesive and uniform curriculum and credit recovery process.

Provide a wide-range of instructional materials to meet the needs of non-English speaking students in subject areas such as science and social studies. Acquire more instructional materials for the ORR students.

Goal 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

Actions/Services Update: Create transition plans for eligible youth for post-secondary preparation with a focus on career and college readiness.



Attendance 2015-2016 vs 2016-2017 Data based on monthly board attendance reports as of April

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| CCCS-Woodland | 75% or more | 50-74% | 49% or below | |
|--------------------------|-------------|--------|--------------|--|
| 2016-2017 93 Students | 30 | 27 | 36 | |
| 2015-2016 66 Students | 13 | 18 | 35 | |

| CCCS-West Sacramento | 75% or more | 50-74% | 49% or below | |
|--------------------------|-------------|--------|--------------|--|
| 2016-2017 13 Students | 4 | 9 | 0 | |
| 2015-2016 15 Students | 4 | 3 | 8 | |

| Dan Jacobs | 75% or more | 50-74% | 49% or below | |
|--------------------------|-------------|--------|--------------|--|
| 2016-2017 28 Students | 27 | 1 | 0 | |
| 2015-2016 46 Students | 46 | 0 | 0 | |

| YCCP | 75% or more | 50-74% | 49% or below | |
|-------------------------------|-------------|--------|--------------|--|
| 2016-2017 12 Students | 12 | 0 | 0 | |
| 2015-2016 Data Unavailable | | | N/A | |

Suspension Expulsion Comparison as of 4/25/2017

| Suspensions Rate |
|------------------|
| % 18 12.86% |
| % 5 17.86% |
| % 0 0.00% |
| % 33 15.79% |
| 9 9 % |

Suspension Expulsion Comparison as of 4/25/2016

| Cumulative Enrollment | and the second state of th | | Number of Out of School Suspensions | Out of School Suspension Rate | Total Suspensions | Total Suspension Rate |
|--------------------------|--|---|--|---|--|--|
| 70 | 9 | 12.86% | 18 | 25.71% | 24 | 34.29% |
| 25 | 0 | 0.00% | 3 | 12.00% | 3 | 12.00% |
| | | | | | | |
| 192 | 0 | 0.00% | 28 | 14.58% | 28 | 14.58% |
| | Enrollment 70 25 | Cumulative EnrollmentIn School Suspension709250 | Cumulative EnrollmentIn School SuspensionSuspension Rate70912.86%2500.00% | Cumulative EnrollmentIn School SuspensionSuspension Rateof School Suspensions70912.86%182500.00%3 | Cumulative EnrollmentIn School SuspensionSuspension Rateof School | Cumulative EnrollmentIn School SuspensionSuspension Rateof School SuspensionsSuspension RateTotal Suspensions70912.86%1825.71%242500.00%312.00%3 |

March 30, 2017 - YCOE Conference Center

Notes and suggestions from LCAP Stakeholder Meeting:

In Attendance: Andrea Barajas, Administrative Secretary-C&I; Debi Bechere, IT-YCOE; Dee Petto, DHH-YCOE; Matthew Juchniewicz, DIrector, Support Operations Services-YCOE; Maria Chairez-YCOE; Laura Hershberger-YCOE

Goal 1 -

• Facilities to provide positive supportive learning environment through good repair.

· Safety and Security of facility, students and staff by providing additional cameras.

Goal 2 -

• Flexible environments year to year. Group desks vs. individual needs (Collaboration vs individual work). 21st century learning.

• Attendance percentage of ORR students is not a good variable because they are incarcerated. Maybe have participation in class or something that is relevant to showing growth.

• EL Pending verification should not take so long including sending and receiving educational records, including former CELDT scores.

• Increase participation in Mental Health Services based on pre post service (sub abuse, prescription abuse example, breathalyzer)

- · Dan Jacobs transfers/transition. Recommend follow up at 1 week/1 month
- · Review CALPADS exit reasons drop-outs primary enrollment information

 \cdot 2A: 17-18 Implement the PBIS framework at all court/community school sites which includes a recognition incentive program and data monitoring system.

- · 2A: Incentives for recognitions- status? next step implement PBIS.
- · 2B: Probation officer: hired. What is the status for next year?
- 2B: Provide a 1.0 FTE Youth Advocate done modified and increased to include another YA in West Sacramento.
- · 2B: Provide 1.0 FTE Program Specialist/Counselor done
- · 2B: Professional Development Restorative Practices Need status update
- o Transition Plan not completed

• 2B: Continue implementing restorative practices through providing professional development to staff and partner agencies

· 2C: Develop and implement a transition Planning system for students at all sites

· 2C: Provide transportation for students. - ? Should this be included in an attendance action plan?

o YCOE Van - ongoing, on target, effective?

• 2D: Reduce the number of IS students by using YCCP – Develop the IS program parameters to encourage student engagement and maximum academic achievement.

Goal 3 -

• Expected outcomes are too broad for alt ed.

 \circ Needs to account for the in/out flow of students

• Develop a glossary of terms and acronyms for parents/students/people new to LCAP

April 12, 2017 - CCCS Woodland

Notes and suggestions from LCAP Stakeholder Meeting:

In Attendance: Ciara G-Parent; Angelina Rodriguez-Parent; Maria Valdez-Parent; Rolando Valdez-Parent

- Attendance
 - Communicate with others so there are consistent messages.
 - Kids report being sick often even when they are not; parents need help with combating this issue.
 - Can school send home classwork packets ?
 - Send Youth Advocate to support parent/ youth (rides/home visits)
 - Family support in the home to help problem solve
 - Letters home re: importance of attendance
 - Place (Ss on? plan to help
- Credit Completion:
 - Need to meet with students every six weeks to review how credit completion is going
 - Currently this is not happening
 - Students are lost without this support
 - Incorporate student stories of success to inspire other students
 - Offer award certificates/gift cards to acknowledge student achievement
 - Develop ILP that is custom and meaningful
 - Offer parent and student meetings

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- Student Behavior
 - Look for other discipline e.g. after school, parent phone calls, time-outs.
 - Sometimes suspensions work, but not for every kid or situation
 - Can we have an in-school suspension program to separate them while they are disruptive?
 - Probation officer is helpful
 - o Disruptive students should have phones take away
 - Teachers are nice/understanding/you can talk to this staff about anything
- Reading and Math Improvement
 - Packets and direct instruction for math is needed
 - Teachers need to come together to plan instruction and share packets

- Keep reading novels as part of school and answer questions after each reading
- More practice with basic math is needed
- Do a test of student learning styles and plan instruction to respond to their learning styles
- Teachers are trying to present information in different ways this helps
- Provide after school help/support