

LCAP Update #3

Yolo County Office of Education
Board of Education
April 25, 2017

Anticipated Changes

Goals, Services, & Actions:

1. Address State Priorities 9 & 10 Independent of Remainder of LCAP (Coordination of Services for Expelled & Foster Youth, respectively)
2. Focus on Transitions for Youth
3. Multi-Tiered System of Support
4. Other Stakeholder Input

Opportunities for Input

- Stakeholder Engagement Meetings
 - March
 - 2 @ CCCS 5:30-6:30
 - 30 @ YCOE, 2:00-3:00 PM
 - April
 - 12 @ CCCS, 5:30-6:30 PM
 - 28 @ YCOE, 2:30-4:00 PM
- Board Updates
April-June

LCAP Goals

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.

Goal 2

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

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

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.

Goal 2 : 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.

Questions?

Attendance 2015-2016 vs 2016-2017

Data based on monthly board attendance reports as of April

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	N/A	N/A

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
- 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
- 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?
- 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.
- 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
 - 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