

Handout # 7 Item # 4.11  
 3-22-18 YCCBE mfg

# Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: Priority 3: Parental Involvement (Engagement)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)
- Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Reduce suspension rate by 1%</p> <p>17-18            April 2018: 12%</p> <p><b>Baseline</b>            April 2017: 13%</p>	<p>The suspension rate as of April 20, 2018 was 14.6% for the overall student population. This percentage represents the number of student with one or more suspensions.</p>
<p><b>Metric/Indicator</b>            Increase overall attendance to 75%</p> <p>17-18            Cesar Chavez, W: 68% Cesar Chavez, WS: 65% Dan Jacobs: 96%            YCCP: 95%</p>	<p>Overall Attendance for Independent Study as well as day program as of April, 2018:            CCCS Woodland- 61.54%            CCCS West Sacramento- 62.45%            YCCP- 85.25%            Dan Jacobs- 98.51%            Overall = 76.96%</p>

**Expected**

**Actual**

**Baseline**  
 Cesar Chavez, W: 63% Cesar Chavez, WS: 60% Dan Jacobs: 95%  
 YCCP: 90%

**Metric/Indicator**  
 Reduce Chronic Absenteeism by 1%

**17-18**  
 99%  
**Baseline**  
 100%

Students with greater than 10% absences as of 4/12/18:  
 CCCS W = 85.3% (10 students)  
 CCCS WS = 91.7% (1 student)  
 YCCP = 73.3% (4 students)  
 Dan Jacobs = 19.0% (17 students)  
 Total = 72.4% of all schools, totalling 32 students.

**Metric/Indicator**  
 Reduce dropout rates for middle and high school students using state measure

**17-18**  
 7%  
**Baseline**  
 7.7% per CDE

Students Generating Dropout Rate Data as of April, 2018:  
 CCCS Woodland- 7.94%  
 CCCS WS- 23.53%  
 YCCP- 0%  
 Dan Jacobs- 0%

**Metric/Indicator**  
 Establish high school completion baseline for DJ and increase the completion rate for CCCS

**17-18**  
 CCCS: 35%  
 Dan Jacobs: 35%

Data not yet extracted.

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

Expected

Actual

**Baseline**  
 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

**Metric/Indicator**  
 At least 50% of parents, students, and teachers will provide input data from the California Healthy Kids Survey (CHKS)

17-18  
 35%

**Baseline**  
 26%

**Metric/Indicator**  
 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

17-18  
 30%

**Baseline**  
 25%

CHKS is scheduled to be given in May 2018

Parent workshops and/or meetings have been held with minimal participation (1-3 families). Topics selected to engage parents included, but are not limited to:

- \*Computer use training
- \*Working with English language learners
- \*Focus Group discussion with a team from UC Davis
- \*Immigration Forum
- \*Parenting Class on communication
- \*School Site Council

**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Contract with mental health provider for mental health services for youth and to supplement our	Referrals were made to CommuniCare by staff and probation for therapeutic services.	5000-5999: Services And Other Operating Expenditures LCFF \$25,000	LCFF Services and Other Operating Expenditures \$8,400

efforts to engage families in trusting partnerships. Delivery of services at the community school will be the focus.

**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**

Schoolwide

**Locations**

Funds were used to contract for non-therapeutic, trauma informed services through the Center for Fathers and Families specifically for youth in the Office of Refugee Resettlement (ORR) program.

Services have been provided for the majority of the schools by a Brown Issues mentor at no cost to YCOE.

A pilot of a cognitive behavioral program for students at the Chavez school sites will begin in April, 2018

**Action 2**

**Planned**

**Actions/Services**

Provide Inclusive Behavior Instruction

Continue contract with Placer County Office of Education (PCOE) 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

**Actual**

**Actions/Services**

PBIS training with PCOE included 6 sessions in collaboration with probation staff and active members of the PBIS team.

Implementation of Phase 1 included but not limited to:

\*PBIS principals were decided by the team: Compassion, Awareness, Responsibility and Excellence (CARE)

\*CARE mural designed by students and painted in each POD at the Juvenile Detention Facility (JDF).

\* Shirts for youth screened with CARE logo.

5000-5999: Services And Other Operating Expenditures LCFF \$12,000

5000-5999: Services And Other Operating Expenditures LCFF \$12,000

**Budgeted Expenditures**

5000-5999: Services And Other Operating Expenditures LCFF \$7,200

**Estimated Actual Expenditures**

5000-5999: Services And Other Operating Expenditures LCFF \$3,903

practices (TIPs) and implementation of TIPs

Explore restorative practices professional development e.g., Nurturing Hearts

**For Actions/Services included as contributing to meeting the Services Requirement:**

**Students to be Served**  
 English Learners  
 Foster Youth  
 Low Income

**Scope of Services**  
 LEA-wide

**Locations**

\* A data collection program called Asset Panda was purchased (\$1260) and created with support staff to use as data collection for students in JDF facility.  
 \*Behavior Referral Data forms implemented in classrooms at JDF. Teachers and staff were trained on how to fill out forms and the purpose of collecting data.  
 \*The teams (YCOE and JDF) met to analyze data and review best practices.  
 \*Funding was used weekly for incentive program (student store every Friday).  
 \*JDF/YCOE attended PBIS conference as presenters.  
 \*TIPS-Staff certified in Mental Health First AID

**Action 3**

<p><b>Planned</b>  <b>Actions/Services</b></p> <p>Purchase a passenger van to support transportation of youth to and from school and field trips</p> <p><b>Supports Operation Services (SOS) maintenance costs</b></p>	<p><b>Actual</b>  <b>Actions/Services</b></p> <p>The van was ordered and has been received.</p> <p>The van will be used for the first time for field trip in late April.</p>
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**Budgeted Expenditures**

\$20,000 Lottery  
 \$2,000 LCFF  
 6000-6999: Capital Outlay  
 Lottery \$22,000

**Estimated Actual Expenditures**

Lottery Equipment \$32,190.59  
 6000-6999: Capital Outlay  
 Lottery \$32,190.59

**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**

Schoolwide

**Locations**

Specific Schools: Cesar Chavez Community Schools, Woodland and West Sacramento

**Action 4**

**Planned**

**Actions/Services**

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 Aeris to support the Student Information System and to monitor student progress toward goals

**Actual**

**Actions/Services**

Contract with Aeris as provider of our Student Information System was initiated

**Budgeted**

**Expenditures**

5000-5999: Services And Other Operating Expenditures LCFF \$50,353

**Estimated Actual**

**Expenditures**

LCFF Transfer of Direct Costs \$50,353  
 5000-5999: Services And Other Operating Expenditures LCFF \$50,353

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

Students to be Served  
All

Location(s)  
All Schools

**Action 5**

Planned Actions/Services	Actual Actions/Services
<p>Truancy Reduction and Transition Services, Sample Actions Include:</p> <p><b>Home Visits</b> 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.</p> <p><b>Staff and Family Training</b> Coordination of Services with Agency, Business, and Educational partners</p>	<p>The Following Actions/Services were Provided:</p> <p>178 home visits and/or 1:1 transports by both Youth Advocates and Brown Issues mentor. The youth advocate case manages students with severe attendance concerns and proactively addresses behavioral concerns.</p> <p>Home visits are conducted for all students in our programs as needed.</p> <p>Parent meetings are held with youth and families to discuss attendance, work completion as well as program placement.</p> <p>Partnered with Woodland JUSD Child Welfare and Attendance Team</p> <p>COST (Coordination of Student Services Team) meetings are</p>

**Budgeted  
Expenditures**

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, LCFE Classified Salaries \$18,426, LCFE Employee Benefits \$8,576 LCFE \$184,265

**Estimated Actual  
Expenditures**

Title I Part D Certificated Salaries \$16,812, Title I Part D Classified Salaries \$47,702, Title I Part D Employee Benefits \$28,638, Title I Part D Indirect \$9,483

Title I Part A Certificated Salaries \$50,438, Title I Part A Employee Benefits \$15,716, Title I Part A Indirect 6,734

LCFE Classified Salaries \$18,792, LCFE Employee Benefits \$8,909, LCFE Indirect \$2,820

LCFE \$197,224.90

scheduled to address truancy, attendance issues and transition. Members of the COST team include representatives from the following agencies, but are not limited to:

- \*Communicare
- \*Health and Human Services
- \*Probation
- \*YCOE
- \*Public Defender

Multi-Disciplinary Team meetings are held at the Juvenile Detention Facility every Thursday to coordinate services for those youth who are currently incarcerated. The members include but are not limited to:

- \*Probation
- \*YCOE
- \*California Forensic Medical Group
- \*JDF Clinicians
- \*JDF Social Worker
- \*ORR Case Managers and Clinicians
- \*Advocates for the youth as deemed necessary

Daily phone calls are made to parents for students who have not arrived by 10:00 am. In addition, an automated dialer phone call goes out every evening.

Participated on Yolo Truancy Abatement Committee (YTAC)

Partnered with Court Appointed Special Advocates (CASA) to host training/presentations for all new Ed Rights Holders as needed.



A parent workshop on communicating with your teen was held.

**Action 6**

**Planned**

**Actions/Services**

Provide a 50% probation officer for 180 school days to engage with students and support improved attendance, pro-social behavior, and increased student achievement.

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served  
All

Location(s)  
Specific Schools: Cesar Chavez, Woodland

**Action 7**

**Planned**

**Actions/Services**

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

**Actual**

**Actions/Services**

A full-time Probation Officer serves as the school resource officer.

**Budgeted Expenditures**

5000-5999: Services And Other Operating Expenditures Title I \$26,000

**Estimated Actual Expenditures**

Title I Part D Services and Other Operating Expenditures \$35,000  
5000-5999: Services And Other Operating Expenditures Title I \$35,000

**Actual**

**Actions/Services**

Aeries student records include mid-year reading, math, attendance, suspension rates and reading diagnostic results for all students. A walk through and program implementation checklist needs to be created.

**Budgeted Expenditures**

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,

**Estimated Actual Expenditures**

LCFF Certificated Salaries \$181,840, LCFF Employee Benefits \$47,653, LCFF Indirect \$23,362, Certificated Salaries \$79,088, Classified Salaries \$62,849, Employee Benefits \$46,267, Books and Supplies

checklists) including the core components of Implementation Science.

Use the Fidelity Implementation Assessment (FIA) to evaluate the strengths and opportunities for improving services to youth enrolled in our programs and their families

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served  
All

Location(s)  
All Schools

The FIA was completed in March 2018 with a score of 39% out of 100%. Self-reporting scores for the SWIFT Domains are as follows: Administrative Leadership 67%, Multi-tiered System of Support (MTSS) 28%, Integrated Educational Framework 58%, Family & Community Engagement 42%, and Inclusive Policy Structure & Practice 8.3%.

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. LCFE \$534,513

\$412, Services and Other Operating Expenditures \$10,814, Indirect \$11,966  
LCFF \$481,063

## 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.

YCOE alternative education program does not have performance data from the California Dashboard due to alternative school status. The focus for year one has been the establishments for the foundation for the implementation of a comprehensive Multi-Tier System of Support (MTSS) for all students. Progress has been made in accomplishing this goal in collaboration with partner agencies and families. The fundamental elements of a MTSS are in place, including, but not limited to:

- \* Probation
- \* Youth advocate positions
- \* ILP (Individual Learning Plans)
- \* Local Aeries support and use of data has contributed to the staff's use of data to make decisions.
- \* Van was purchased
- \* Collaborative decision making team meetings

\*Parent meetings and workshops

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

While there is room for improvement, there is an increase in attendance and a significant decrease in chronic truancy. Drop-out rates are holding steady, but there is a need to address increase in drop-out rates in West Sacramento. Suspension rates are slightly up, but for serious, non-violent offences. We continue to strive to increase family participation with mixed results. Data from surveys are yet to be collected. Graduation completion rates will be reported upon calculation at the completion of the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The van cost more than anticipated. PBIS was only partially implemented to fidelity. Therapeutic services were offered to youth involved with probation and some youth not involved with probation at no cost to the program. The cost of services for our probation officer increased by \$9,000.00, which was covered by resources initially allocated for mental health services. Other budget variances are due to salary and benefit differences from those used during the budget development process.

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.  
Team LCAP will be addressing changes prior to May 1.

# Annual Update

LCAP Year Reviewed: 2017-18

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 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:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of students receiving instruction in California State Standards as measured by the YCOE classroom observation tool 17-18 100% of students are receiving instruction in California State Standards <b>Baseline</b> 100% of students are receiving instruction in California State Standards</p>	<p>100% of all classrooms implemented California State Standards as observed by the school principal. The YCOE classroom observation tool needs to be developed and implemented.</p>
<p><b>Metric/Indicator</b> Percent of youth enrolled in our programs for 120+ days who increase their grade level equivalency in reading by at least one year 17-18 Establish baseline 2017-2018</p>	<p>As of 4/16/2018, there were 26 students enrolled for 120 days. For Reading, average student growth based upon pre/post data show a average -2 point decline in grade level equivalence reading ability based on STAR reading. For math, average student growth based upon pre/post data show an average growth of .5% based upon STAR Math.</p>

Expected

Actual

<p><b>Baseline</b> Baseline will be established during the 2017-2018 school year</p>	<p>Data show positive gains in grade level reading levels for 11 of the 25 students for whom pre/post data are available. Positive growth ranged from 2 to 2.9 points. Data showed positive gains in mathematics for 17 of the 22 students for whom pre/post data are available.</p>
<p><b>Metric/Indicator</b> State Assessments: A. SBAC (EAP) participation rate B. CELDT – percentage of students enrolled in our programs for 180 school days improving by one proficiency level</p> <p><b>17-18</b> 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</p> <p><b>Baseline</b> Based on our population and the EAP is not a applicable measure of student success based on the high rate of student turnover Currently, none of our students meet the criteria of being enrolled for 180 days</p>	<p>Current SBAC participation data is not available. CELDT assessments indicate positive growth but final results will not be available until later this spring. Data on students enrolled for 180 days was not available as of April 16, 2018. ELPAC annual assessments are currently being conducted and as of April 15, 2018, 35 EL students were assessed using the new ELPAC exam. Results will be available and analyzed after May 30, 2018.</p>
<p><b>Baseline</b> 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</p>	<p>The ELPAC assessment was conducted with 35 English Language students as of April 15, 2018; results will be analyzed after May 30, 2018.</p>
<p><b>Metric/Indicator</b> Increase English Learner Reclassification Rate</p> <p><b>17-18</b> Reclassify at least 25% of English Learners</p>	<p>As of April 15, 2018, 1 student has been reclassified, another 11 are pending reclassification for 2017-2018.</p>

**Expected**

**Actual**

<p><b>Baseline</b> 5 students reclassified (23%)</p>	
<p><b>Metric/Indicator</b> Local Assessments: STAR Reading and Math pre and post assessments</p> <p><b>17-18</b> Establish Baseline for the 2017-2018 school year</p> <p><b>Baseline</b> Establish baseline of students improving scores on the STAR Reading and Math post assessments during the 2016-2017 school year</p>	<p>As of April 15, 2018, there were 41 students who had pre/post data available. The average Reading growth was .3%. The average Math growth was .5%. The 18 students tested in Reading in Spanish showed 4.8% average growth.</p>
<p><b>Metric/Indicator</b> Percentage of students achieving at least 85% of credits attempted</p> <p><b>17-18</b> 35% students at CCCS W 75% students at CCCS WS 45% students at YCCP Baseline for DJ during the 2017-2018 school year</p> <p><b>Baseline</b> 30% students at CCCS W 73% students at CCCS WS 41% students at YCCP Establish baseline for DJ during the 2017-2018 school year</p>	<p>Current Credits Attempted reports are being prepared and will be available after April 25th.</p>
<p><b>Metric/Indicator</b> 100% of facilities will meet facility inspection criteria</p> <p><b>17-18</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>Based upon Williams site visit data, 100% of YCOE Alternative Education sites meet Williams compliance.</p>

	Expected	Actual
<b>Metric/Indicator</b> 100% of teachers assigned with proper credentials		100 % of licensed teachers had the proper credentials.
<b>17-18</b> 100%		
<b>Baseline</b> 71%		
<b>Metric/Indicator</b> 100% of students will have standards-aligned instructional materials		Based upon classroom observations 100% of classrooms used California State Standards based instructional materials.
<b>17-18</b> 100%		
<b>Baseline</b> 100%		

**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Students are beginning to receive culturally responsive relevant curriculum aligned to California State Standards and English Language Development standards. Evidence based on classroom observations, and student interviews.	Books and Supplies \$18,000, Services and Operating Expenditures \$7,000 4000-4999: Books And Supplies LCFF \$25,000	Need expenditures from program TBD
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	American Reading Company Professional Development occurred for all staff members three times as of April 15,2018. All Students were assessed using the American Reading Company tools		

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

**For Actions/Services not included as contributing to Improved Services Requirement:**

**Students to be Served**  
 All

**Location(s)**  
 All Schools

and provided individual reading materials reflecting students' literacy level and interest

Core replacement and/or supplemental materials for Algebra 1 and critical thinking, reasoning, and problem solving identified, purchased and implemented.

**Action 2**

**Planned**  
**Actions/Services**

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.

**Actual**  
**Actions/Services**

Instructional materials have been secured in Spanish and English including fiction and non-fiction text, science, geography, history/social science and college & career exploration for ORR students. Basic phonics, early literacy and English as a Second Language materials have been provided for non-literate students as well as math manipulatives and flash cards.

**Budgeted Expenditures**  
 Lottery \$5,000

**Estimated Actual Expenditures**  
 4000-4999: Books And Supplies  
 TBD



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

**Students to be Served**  
All

**Location(s)**  
All Schools

**Action 3**

**Planned**  
Actions/Services  
Annual reviews of sufficient standards-aligned instructional materials, teacher credentials, and facility evaluation to ensure a safe and well-maintained learning environment.  
For Actions/Services not included as contributing to Improved Services Requirement:

**Students to be Served**  
All

**Location(s)**  
All Schools

**Actual**  
Actions/Services  
Annual review of instructional materials, teacher credentials and facility evaluations completed using tools available from the California Department of Education (CDE).

**Planned**  
Actions/Services  
Purchase hardware and software and provide professional development to integrate

**Actual**  
Actions/Services  
\*Removed outdated equipment from sites.

**Action 4**

**Budgeted Expenditures**  
4000-4999: Books And Supplies Lottery

**Estimated Actual Expenditures**

Certificated Salaries \$1,145, Classified Salaries \$176, Employee Benefits \$364, Books and Supplies \$8, Services and Other Operating Expenditures \$48, Indirect \$177 LCFF \$1,918

Certificated Salaries \$1,168, Classified Salaries \$180, Employee Benefits \$369, Indirect \$175 LCFF \$1,348

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

**Estimated Actual Expenditures**  
LCFF \$18,740.40

<p>technology in the instructional program</p> <p>For Actions/Services not included as contributing to meeting the increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>*Ordered new Chromebooks and distributed 15 to each CCCS and YCCP classrooms.</p> <p>*Provided professional development on how to use Chromebooks and applications.</p> <p>*Offered support to all staff members on the implementation of technology to support learning.</p>
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Expenditures \$5,000 LCFF \$20,000

## 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 overall implementation included a wide range of stakeholders, various data tools, input from students and regularly held meetings to keep lines of communication open. For example, there have been 12 staff development activities specifically targeting the goal of "engaging students and caregivers in a high quality student-centered educational program based on effective youth development principles and state performance standards". In addition, various partnerships helped provide quality student-centered activities for youth including conferences, presentations led by youth, field trips, project based learning and integrated State Common Core projects. Online feedback from students and staff members show high degree of satisfaction.

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

Support provided to teachers and staff have led to first steps in developing and implementing engaging, culturally relevant curriculum. Students are engaged in some project based learning and student presentations are embedded in the curriculum throughout the programs. The implementation of the use of Chrome Books has been gradual, but now devices are used in the classrooms daily. The need for Spanish materials for the youth in the Office of Refugees and Resettlement (ORR) program continues to be a focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant 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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.  
**Team LCAP will be addressing changes prior to May 1.**

# Annual Update

LCAP Year Reviewed: 2017-18

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 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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 7: Course Access (Conditions of Learning)  
 Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      100% of students will have access to/enrollment in a broad course of study i.e., core curriculum, arts courses, and vocational education                      17-18                      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</p>	<p>100% of students have access to/enrollment in a broad course of study, in all core subjects as well as fine arts and vocational education. 90% of students at YCOE Alternative Education programs have complete individual learning plans (ILP).</p>

Expected	Actual
<p><b>Baseline</b> 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 LLPs</p>	<p>Approximately 80% of students who attend Cesar Chavez and YCCP have Individual Learning Plans. 100% of students at Dan Jacobs who have a 30 day commitment receive an LLP.</p>
<p><b>Metric/Indicator</b> Percentage of students with complete LLPs</p>	<p>The vast majority (99%) of students participate in the arts program at the schools, excluding students enrolled in Independent Studies.</p>
<p><b>Metric/Indicator</b> At least 85% of students will participate in arts education <b>17-18</b> At least 85% of students will participate in arts education <b>Baseline</b> At least 85% of students will participate in arts education</p>	<p>Roughly 75% of students receive transitional services and updates provided by staff within 3 months of exiting our programs.</p>
<p><b>Metric/Indicator</b> Percent of students receiving transition services and providing updates within three (3) months of exiting our programs <b>17-18</b> Baseline percentage of students receiving transition services and providing updates within three (3) months of exiting our programs <b>Baseline</b> 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</p>	<p>The students have not taken the California Healthy Kids Survey. It will be given at Open House and in class on May 1, 2018.</p>
<p><b>Metric/Indicator</b> Percentage of students achieving scoring at level 3 or 4 on the Resilience and Youth Development Module on the California Healthy Kids Survey <b>17-18</b> Baseline of student scores on the Resilience and Youth Development Module on the California Healthy Kids Survey</p>	

Expected

Actual

**Baseline**  
Baseline to be established during the 2017-2018 school year

**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Use Individualized Learning Plans (ILP) that will provide feedback to student, teachers and parents on the student's progress in the following areas:</p> <ul style="list-style-type: none"> <li>• credit towards graduation</li> <li>• pro-social adjustment</li> <li>• career &amp; college ready skills</li> <li>• physical education program at DJ</li> </ul> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>Training on ILP's and implementation of the process to engage students in their completion began during the first week of school. Systems are in place to create and monitor ILPs.</p> <p>Each new student receives an ILP upon entry.</p> <p>At Dan Jacobs, ILPs are created and attended to during CARE academy advisory period. Yolo youth at Dan Jacobs are given an ILP after first court date when length of stay is determined.</p> <p>The Foster Youth Liaison works closely with school staff regarding youth identified as Foster Youth. Transportation, supplies, tutoring, and other school-related needs are coordinated by the Liaison in unison with staff. Quarterly progress is monitored for credit completion, attendance and behavior.</p>	<p>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, LCFF \$799,841</p>	<p>Certificated Salaries \$404,980, Classified Salaries \$113,099, Employee Benefits \$148,540, Indirect \$67,862, Certificated Salaries \$1,677, Employee Benefits \$208, Indirect \$192</p> <p>\$736,558</p>

Youth Advocates at both Chavez sites continuously remind students to stay on track and complete work. Transportation is provided, as needed, to ensure students are at school to meet with staff regarding their Individual Learning Plan.

During parent meetings, ILPs are reviewed.

**Action 2**

Planned Actions/Services	Actual Actions/Services
<p>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 as a musical presentation through Blues in the School.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Low Income</li> </ul> <p><b>Scope of Services</b></p> <p><b>Locations</b></p>	<p>Through partnership with Yolo Arts, students at CCCS have received regular instruction in 2D art techniques, videography and ceramics. Students at Dan Jacobs have received regular instruction in 2D art during after school program, including weekends.</p> <p>Blues in the School have not performed at Chavez or Dan Jacobs.</p>

**Budgeted Expenditures**

5000-5999: Services And Other Operating Expenditures LCFF \$10,000

**Estimated Actual Expenditures**

5000-5999: Services And Other Operating Expenditures LCFF \$10,000

**Action 3**

**Planned  
Actions/Services**

**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.

**For Actions/Services not included as contributing to Improved Services Requirement:**

**Students to be Served**  
All

**Location(s)**  
All Schools

**Action 4**

**Planned  
Actions/Services**

**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.

**Actual  
Actions/Services**

All Alternative Education Staff members attended an all day workshop in preparation for the 2017-2018 school year facilitated by the principal and curriculum staff of YCOE.

A year-long calendar of professional development activities and collaboration opportunities was created and scheduled for every Wednesday afternoon for all alternative education staff.

**Actual  
Actions/Services**

**Yolo County Construction Program (YCCP)** is in its second year. A total of 16 students are enrolled in the program as of 4/15/18.

**Budgeted  
Expenditures**

Certificated Salaries \$4,846,  
Classified Salaries \$916,  
Employee Benefits \$1,116,  
Indirect \$700 LCFF \$7,578

**Estimated Actual  
Expenditures**

LCFF Certificated Salaries \$1,130, LCFF Classified Salaries \$503, LCFF Employee Benefits \$366, LCFF Indirect \$203  
LCFF \$2,202

**Budgeted  
Expenditures**

Certificated Salaries \$83,664,  
Classified Salaries \$17,594,  
Employee Benefits \$34,164,  
Supplies \$1,000, Services and Operating Expenditures \$36,736,  
Indirect \$17,628 LCFF \$190,786

**Estimated Actual  
Expenditures**

LCFF Certificated Salaries \$87,602, LCFF Classified Salaries \$20,861, LCFF Employee Benefits \$27,999,  
LCFF Books and Supplies \$717,  
LCFF Services and Other Operating Expenditures \$29,504,  
LCFF Indirect \$16,968



LCFF \$183,651

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

Students to be Served

All

Location(s)  
All Schools

### Action 5

Planned  
Actions/Services

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.

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

Additionally, use Early Assessment Program (EAP) scores of eligible students to make curricular and instructional decisions.

Actual  
Actions/Services

Through leveraging other funds the YCOE College and Career Readiness Department provided individualized and group services including college exploration, applying to the local community college, enrolling in courses, and providing assistance for required textbooks. Students also visited the local community college campus.

During the remaining spring semester students will visit additional college campuses including UC, CSU, and community colleges.

Funds may also be used for summer programming.

Budgeted  
Expenditures

Books and Supplies \$5,000,  
Services and Other Operating  
Expenditures \$22,228 Indirect  
\$2,772 \$30,000

Estimated Actual  
Expenditures

\$11,700

For Actions/Services not Included as contributing to meeting the Increased or Improved Services Requirement:	
<b>Students to be Served</b> All	
<b>Location(s)</b> All Schools	

## 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.

Staff continues to work to 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.

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

The Yolo County Construction Program (YCCP) program is effective in maintaining attendance, positive behavior and credit completion. It also provides career exploration and skill-building opportunities. Yolo Arts adds exposure to and instruction in fine arts that otherwise would not be receiving the same level of attention. While all students have created Individual Learning Plans (ILPs) intentional and effective use of the ILP's to guide and monitor student progress has been inconsistent. This will remain a key focus for the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted differences are a result of differences in cost of salaries and benefits from those used in budget projections. Professional development was integrated into staff meetings so additional costs were not incurred.

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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

**Team LCAP will be addressing changes prior to May 1.**

# Annual Update

LCAP Year Reviewed: 2017-18

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 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 Priorities: Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Placement of Expelled Youth in Yolo County programs per the adopted AB922 (add hyperlink)</p> <p><b>17-18</b> Maintain Community School program as an option for 100% of expelled students.</p> <p><b>Baseline</b> Maintain Community School program as an option for 100% of expelled students.</p>	<p>100% of all expelled youth are able enroll in the community school.</p> <p>The 2018-2021 AB922 Plan was discussed with district representatives in April 2018 and will be adopted by the five school districts by June 30, 2018.</p>
<p><b>Metric/Indicator</b> Percentage of LEA's that adopt the AB922 plan</p> <p><b>17-18</b> 100% of LEA's adopt Yolo County AB922 Plan</p> <p><b>Baseline</b> 100% of LEA's adopt Yolo County AB922 Plan</p>	

**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>Principal</li> <li>Program Specialist / Counselor</li> <li>Assistant Superintendent, Instructional Services</li> </ul> <p><b>For Actions/Services not included as contributing to improved Services Requirement:</b></p> <p><b>Students to be Served</b> Specific Student Groups: Expelled Students</p> <p><b>Location(s)</b> All Schools</p>	<p>A County Community School program is in place as an option for 100% of expelled students in grades 7-12. A draft of the 2018-2021 County-wide Expulsion Plan was reviewed with the five LEA with adoption by the five LEAs anticipated in May or June. Adoption by the Yolo County Board of Education anticipated in June.</p>	<p>Cost included in Actions 1E and 1G</p>	

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue coordination between YCOE staff and district liaisons for all referrals to YCOE's community school and independent study</p>	<p>The coordination between YCOE staff and district liaisons for all referrals to YCOE's community school and</p>	<p>Cost included in Action 1E and 1G</p>	

<p>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).</p> <p><b>SERVICES PROVIDED BY:</b></p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Program Specialist / Counselor</li> <li>• Assistant Superintendent, Instructional Services</li> </ul> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Specific Student Groups: Expelled Students</p> <p><b>Location(s)</b> All Schools</p>	<p>independent study programs continues.</p> <p>Coordination activities include:</p> <ul style="list-style-type: none"> <li>* a well-documented referral process,</li> <li>* designated points of contact at each LEA,</li> <li>* integration of special education into the YCOE services offerings, and</li> <li>* compliance with all placement change requirements for pupils with IEP (Individualized Education Plan).</li> </ul>
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## 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.

All youth within Yolo County who have been expelled have had the opportunity to enroll in the community school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.  
The overall implementation of the coordination of instruction for expelled pupils with the districts in the county so that all students can be placed in an appropriate educational setting has been very successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  
Budgeted differences are a result of having estimated salary and benefits during budget development.

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.  
Team LCAP will be addressing changes prior to May 1.

# Annual Update

LCAP Year Reviewed: 2017-18

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 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 Priorities: Priority 10: Foster Youth – COEs Only (Conditions of Learning)  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percentage of foster youth receiving Child and Family Team (CFT) services 17-18 Baseline percentage of foster youth receiving Child and Family Team services <b>Baseline</b> Establish baseline percentage of foster youth (FY) receiving Child and Family Team services</p>	<p>This requires a response by Health and Human Services Agency's (HHS) Child Welfare Services (CWS) branch to report their statistics. Anecdotally, they have reported at approximately 80 percent of all new FY entering the system as of January 2018, have received a CFT.</p>
<p><b>Metric/Indicator</b> Percentage of FY at the middle school level with high school completion plans as they transition from middle school 17-18 Baseline of percent of FY with complete high school completion plans as they transition from middle school <b>Baseline</b> Establish baseline of percent of FY with complete high school completion plans as they transition from middle school</p>	<p>Each middle school in Yolo County (13) will report their data to the district official &amp;/or Liaison, who will then report to YCOE.</p>



Expected

Actual

<p><b>Metric/Indicator</b> All identified foster youth will achieve an attendance rate of 10% above baseline percentage.</p>	<p>Foster Liaisons &amp;/or district officials typically do not report their FY attendance rates until the end of the year due to the transient nature of the population. Numbers have been requested from each district but responses may not be received until June 2018.</p>
<p><b>17-18</b> Baseline percentage of all identified foster youth will achieve an attendance rate. <b>Baseline</b> Establish baseline of identified foster youth attendance rate.</p>	
<p><b>Metric/Indicator</b> Percent of FY assessed for Social and Emotional Learning (SEL) needs and referred for SEL services <b>17-18</b> Baseline percentage of FY assessed for SEL needs and referred for SEL services <b>Baseline</b> Establish baseline of percent of FY assessed for SEL needs and referred for SEL services</p>	<p>Each school in Yolo County will report their data to the district official &amp;/or Liaison, who will then report to YCOE. Currently, there is no singular way to track this data throughout the five districts.</p>

**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 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>CFTs are currently directed by our Child Welfare Services (CWS) partners (county of origin of the student). Discussions with community trainers are occurring to determine a thorough training that either closely aligns or is shared with CWS.</p>	<p>Certificated Salaries \$34,798, Employee Benefits \$10,513, Books and Supplies \$5,000, Services and Other Operating Expenditures \$86,556, Indirect \$13,933 \$150,800</p>	<p>Certificated Salaries \$58,416, Employee Benefits \$16,904, Books and Supplies \$1,486, Services and Other Operating Expenditures \$10,453, Indirect \$8,883 (SEE 3A)</p>

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.

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

**Students to be Served**  
Specific Student Groups:  
Foster Youth

**Location(s)**  
All Schools

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

**Students to be Served**

**Scope of Services**

**Locations**  
All Schools

## Action 2

**Planned**  
Actions/Services

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

**Actual**  
Actions/Services

Preliminary discussions with district liaisons occurred, concluding that current district tracking policies will remain until liaison training can be held to set expectations in Spring 2018.

\$150,800

**Budgeted**  
Expenditures

Cost Included in Action 5A

**Estimated Actual**  
Expenditures

per yr. by School Counselors with assistance from the district liaisons.

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

**Students to be Served**  
Specific Student Groups:  
Foster Youth

**Location(s)**  
All Schools

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

**Students to be Served**  
**Scope of Services**

**Locations**  
All Schools

### Action 3

#### Planned Actions/Services

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

#### Actual Actions/Services

Current CFT team monitors attendance, implements their district policies, and forwards to the District Attorney (DA) where appropriate. YCOE FY Liaison confers with the DA and district liaisons as appropriate.

#### Budgeted Expenditures

Cost Included in Action 5A

#### Estimated Actual Expenditures

Child Welfare Social Workers, as well as the Child and Family Team group monitoring students.

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

**Students to be Served**  
Specific Student Groups:  
Foster Youth

**Location(s)**  
All Schools

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

**Students to be Served**  
**Scope of Services**

**Locations**  
All Schools

### Action 4

Planned  
Actions/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: 2nd Step Curriculum Lessons or Groups, BEST/PBIS services, counseling, therapy, and

Actual  
Actions/Services

CFT process is building formally. Needs assessment and how to deliver social/emotional services is part of the structured model process that we are currently meeting with contract providers to discuss.

Budgeted  
Expenditures

Cost Included in Action 5A

Estimated Actual  
Expenditures

<p>referrals to community – based services.</p> <p><b>For Actions/Services not included as contributing to Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Specific Student Groups: Foster Youth</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b></p> <p><b>Scope of Services</b></p> <p><b>Locations</b> All Schools</p>	
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## 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.

Utilizing or developing a system which tracks the number of Child and Family Teaming (CFT's), transitional plans, and assessment of Social Emotional Learning (SEL) that each Foster Youth (FY) receives is needed to accurately assess and then, achieve this goal.

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

Supporting Child Welfare Services (CWS) in utilizing a tool with fidelity and sharing that resource with YCOE and districts will help us effectively achieve this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  
TBD

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 LCFE Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.  
Team LCAP will be addressing changes prior to May 1.