

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Solano County Office of Education

Contact Name and Title

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

This Local Control Accountability Plan (LCAP) describes goals and specific actions to achieve those goals for our students who are funded through the county office of education Local Control Funding Formula (LCFF). The Solano County Office of Education (SCOE) operates two alternative education programs: Golden Hills Community School (GHCS), and Solano County Juvenile Detention Facility (JDF). Until June 2018 SCOE also operated the Division of Unaccompanied Children Services (DUCS), providing instruction and educational support to students housed by the Baptist Children and Family Services under a contract with the Office for Refugee Resettlement. The Baptist Children and Family Services agency has informed us that, as a result of policy changes, they will no longer contract with outside providers for educational services. Consistent with this change, data for the DUCS program is included in the Annual Update but not in our 2018-19 Goals and Services section.

GHCS serves students who have been expelled or have been placed by Solano County Probation through two options: a classroom-based program and a distance learning program. Most of the students in the classroom program come from the Fairfield-Suisun Unified School District and stay for a period averaging one semester to a year. During the 2017-18 school year, we have a classroom for middle school students and one for high school students. We served a total of 53 students with an average enrollment of about 30 students in the two classes combined. The second option relies on a blended instructional model where students attend twice a week and receive instruction online when not attending. This option is appealing to other districts as transportation becomes less of an issue. During 2017-18, the distance learning program has served a total of 51 students with an average enrollment of 22 students. Overall in 2017-18, we have served 104 students compared to 100 last year. The student population at GHCS includes 43% African American, 38% Latinos, 10% White, 7% Two Races, 2% American Indian. During the current school year, the program has served 6 English Learners, and 2 Reclassified English Fluent students. The majority of the students at GHCS need credit recovery in addition to grade level instruction. Our

program provides students with courses that will allow them to graduate either at GHCS or the district of residence. Students access elective courses through an online program. The program received WASC accreditation three years ago and just went through its mid-cycle review. During 2017-18, GHCS employed two teachers and two paraprofessionals for the two classrooms and one teacher for the distance learning program. A Resource Specialist serves students with disabilities. Through LCAP funding, we have supported the social-emotional needs of foster, homeless, expelled, low income, and English Learner students by employing a Student Support Specialist (SSS). The SSS works with students' emotional learning, anger management, and re-entry plan. An additional part-time specialist also provides more intensive counseling.

The JDF program is offered in collaboration with Probation to students who are incarcerated. The number of students in JDF has dramatically decreased since last year. In 2016-17, we had a cumulative total of 327 students. In 2017-18, we have served 171 students. While this is a good problem to have, the sharp decline in enrollment has created some challenges for cost-effectively serving students. Students reside in different pods that cannot be combined, resulting, this year, in very small class sizes. We started the school year with four pods, and now we are down to three. The average enrollment is approximately 27 students. The students' population includes 55% African American, 40% Latino, and 5% White students. About 4% of the students are English Learners, and 18% are reclassified as fluent English speakers. About 30% of the students have disabilities and qualify for an Individual Education Plan (IEP). Special Education services are provided through a learning center model relying both on push-in and pull-out services. In 2018-19, we are planning to have three classrooms. Part of our LCAP expenditure had been the funding of a program that would reduce class size, and at this time we are planning to roll that expenditure into the base program as class size is no longer an issue. The program in which students stay for an extended period is called Challenge. These students are sentenced to the program for nine months. This time span allows our staff to successfully train students for the Work Ready Certification and the Food Handler Certification. These students also earn furlough time and can work outside of the facility. After graduation, several students start attending college classes online thanks to a partnership including Probation, SCOE, and Solano Community College. The JDF program is also WASC accredited and will be up for the mid-cycle visit in 2018-19. As part of our LCAP services for unduplicated students, we provide transition case management for students exiting JDF and returning to their school of residence. Probation also financially supports this service with the shared understanding that students need support through this difficult transition and receiving staff need consultation on best ways to facilitate it.

In the DUCS program, all students were English Learners and classified as coming from low-income backgrounds. During the 2017-18 school year, there were no students with IEPs in the program. The length of students' stay varied, and there was considerable turnover in the program. Enrollment averaged around 15 students. We have served 78 students during 2017-18. One teacher and one Spanish-English bilingual instructional assistant served all the students. Through our LCAP, we have supported the teaching staff with expert consultation in the areas of English language development instruction. Her services have been very beneficial and have increased capacity among our staff.

SCOE works together with our county's six independent school districts and one community college district to provide an array of programs and services to meet the varying needs of our students:

- College and Career Readiness Education (CCR)/Workforce Development leadership, data collection, and curriculum and instruction.
- Instruction for special education students, infant through age 22.
- Instructional support to students in district schools and SCOE programs who are deaf/hard-of-hearing.
- Coordination of services to homeless students and foster youth countywide.
- Professional development in the core academic areas to local educators. This includes coaching for administrators in the areas of effective educational leadership skills for 21st Century Learners.

- Professional development for the implementation of Positive Behavior Interventions and Supports to over 70 schools.
- Coordination and leadership for the implementation of the Multi-Tiered Systems of Support for selected districts.
- Coordination among the Student Services departments for all our districts to support attendance, reduce absenteeism, and implement effective policies.
- Fiscal oversight of the County's six school district budgets representing over \$439 million in operating revenues (general fund dollars).

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The SCOE's current LCAP contains four goals in the areas of academic achievement, educational transition, career readiness, and social-emotional support.

**Goal 1. Academic Achievement-** The goal of improved academic achievement includes a primary focus on continuing to implement the state standards as well as increasing project-based learning opportunities and instructional technology for students. It also includes an emphasis on English language development for our English Learners. Annual measurable outcomes include standardized assessments, formative assessments, parent and student perception of the school's effectiveness in providing academic support, English Learners' progress, program evaluation through classroom walkthroughs, and credit recovery data. These goals will also include an assessment of Priority 1 basic services, including facilities and teachers' qualifications. The following services will support Goal 1:

- Professional development targeting effective instruction and especially Universal Design for Learning (UDL) as a research-based approach to differentiated instruction
- Implementation of California Common Core Standards (CCCS) for English language arts, English language development, math, and science
- Instructional coaching support for teachers and administrator
- Full implementation of Google apps for the classroom supported by a .5 FTE Instructional Technology Specialist
- Implementation of project-based learning
- Provide feedback on strategies implementation through walkthrough involving teachers and administrators
- Odysseyware online credit recovery
- Continue coaching for English Learners' instruction and maintain a formal plan for the identification of English Learners and re-designation
- Establish a makerspace classroom at Golden Hills to support students' project-based learning
- Goal 1 services will be supported in part by a .4 FTE Program Manager funded through LCAP and .5 FTE Instructional Technology Specialist funded by SCOE. Funding for the makerspace will come from the SCOE College and Career Department.

**Goal 2. Educational Transition-** The goal of improving the educational transitions services to students continues to be a focus due to the transient nature of student population served in our programs. Therefore, services to support students as they transition between schools and programs is critical. Annual measurable outcomes for this goal include student and parent perceptions regarding Individual Learning Plans, school effectiveness in preparing students for future transitions, the percentage of students receiving transition services, and the number of days between release from JDF and enrollment in school. In addition, this Goal encompasses the countywide services SCOE provides for coordination of services for foster and homeless youth.

The proposed outcome is a 30% increase in professional development offering to districts. Services supporting this goal include:

- Review of the countywide plan for expelled students
- Family oriented events at JDF to provide parents/guardians with information about unduplicated students and transition services
- Increase and formalization of transition services at GHCS
- Regular meetings between Student Support Specialists (SSSs) and students to review progress
- Increase membership in the Solano County Foster Youth Educational Planning Team
- Outreach to foster youth regarding AB 172
- Provide increased technical assistance to districts and County agencies
- Increase training regarding homeless youth and their educational rights.
- To support these services, the LCAP proposes the funding of 1.6 FTE SSSs. One additional SSS, dedicated to JDF, will be funded through Title I (.55 FTE), and through a contribution from Probation (.45 FTE).

**Goal 3. Career Readiness-** The goal of ensuring each student is career and college ready continues to be a top priority. Students are provided opportunities to participate in workshops in the areas of career exploration, financial literacy, work readiness, and success in the workplace. Students are also provided direct instruction via college and career readiness curriculum to support their growth in this area. Annual measurable outcomes for this goal include the percentage of students receiving career technical education, the percentage of students participating in job shadowing, the percentage of students receiving financial literacy instruction, and student perceptions regarding the school's effectiveness in career readiness. The following services will support the goal:

- Continue to provide career technical education and financial literacy instruction to all students
- Develop a pathway in the construction area at GHCS and JDF in consultation with the SCOE College and Career Readiness Department and Solano County Probation.
- These services will be in part supported by a .8 FTE Vocational Specialist funded through LCAP and an additional CTE instructor for the pathway. SCOE and Probation will provide funding for the pathways.

**Goal 4. Social-Emotional Support-** The goal of providing the social and emotional support to students is an area of focus as many of the youth we serve have experienced trauma, school failure, involvement in the juvenile justice system and other barriers to success in school and in the community. Students are provided direct counseling services and receive referrals for mental health services. Juvenile Court and Community Schools (JCCS) will continue the implementation of the Positive Behavioral Interventions and Supports (PBIS) model and will continue to receive training on ways to create a safe, nurturing and supportive school climate. Staff continues to train in how to identify and support youth who have experienced trauma. JCCS school teams have also begun implementing restorative practices with the support of an expert consultant. These practices seek to improve the climate of the schools and build a positive community in the classroom. Annual outcome measures for this goal include average daily attendance, suspension rate, chronic absence rate, student perceptions regarding attention from staff, feeling safe at school, feeling a sense of belonging at school, and receiving appropriate social-emotional support.

The following services support Goal 4:

- Trauma-informed care counseling
- Establish a system of restorative justice practices as an alternative to suspensions
- Monitor attendance and work with Probation to conduct home visits
- Professional development for staff on trauma-informed care
- Intensify the implementation of PBIS
- Continue to fully implement the School Attendance Review Board for attendance and behavior
- SSSs discussed in Goal 2 will provide direct services and training in support of this goal.

In addition to the four goals, the LCAP features several additional steps SCOE will take in support of foster and expelled youth throughout Solano County. These include the increase of communication between partner agencies that support foster and expelled youth and increasing countywide training opportunities on best practices that support these youths.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Several indicators showed improvement among our students. Reading skills measured by the Smarter Balanced Assessment Consortium (SBAC) student assessments and by the Renaissance program showed improvement. The average daily attendance increased by 3% from 2016-17. The suspension rate decreased by 12 percentage points and is one piece of evidence showing a shift in discipline strategies that still needs support and development. In the CTE programs where all students participate in career exploration activities using the California Career Zone, Road Trip Nation, and the Career Choices curriculum, the majority of students continue to have a positive perception of their programs and specific services. The percentage of students, for example, who report that the school prepares them for a successful transition to their next milestone rose from 51% to 72%. All students in the JDF Challenge Program earned the "Work Ready" Certification. Students who receive their High School Diploma while at JDF can enroll in online courses through Solano Community College. JDF school staff assists with the application and enrollment process as needed. There is a 7% increase in the percentage of students receiving Transition Education Services. Finally we have increased the number of trainings on ways to support foster and homeless youth and plan to continue the same level collaboration and services for 2018-19 while increasing our outreach to new partners.

We plan to maintain or build upon these successes by offering the same or intensified level of services in all areas. Student Support Specialist will continue to support students' transitions for our programs to their school of residence and will continue to support students' social-emotional needs through counseling. We also plan to intensify our implementation of restorative practices to further decrease the number of suspensions by providing professional development and coaching to our staff. To continue increasing attendance we plan to intensify home visits with support from our Probation officer and grow a stronger partnership with families by offering after-school events that will address the concerns and interests they express through surveys and daily interactions with our staff. We are planning to support progress in instruction by implementing the Universal Design for Learning model, which is effective in addressing the range of instructional needs we typically find in our classrooms. Our plans for CTE instruction include the level of services offered in 2017-18 and the development of a new construction pathway at both our sites.



Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

A school dashboard for alternative programs is not yet available. However, our data show areas of need that we can identify for intervention. The large majority of our students in the Alternative Education programs score in the “Standard Not Met” category for both English Language Arts and Mathematics, indicating an ongoing need for improvement in these areas. Our plan includes services to improve instruction and better support student achievement including professional development in Universal Design for Learning, coaching on working with English learners, and more intensive monitoring of student progress. In addition, regular classroom observations will allow teachers and administrators to evaluate the implementation of evidence-based practices, especially those connected to increase student engagement. Also to increase engagement, we plan to implement more fully project-based instruction connected to the use of a new makerspace.

While it decreased in 2017-18, the number of suspensions at GHCS still indicates a need to intensify behavioral interventions to minimize the occurrence of incidents. Our site will continue coaching on implementing the PBIS to reduce the frequency and intensity of behavior incidents. We are also planning to further develop alternatives to suspensions, especially the use of restorative practices. Professional development in this area has been scheduled together with classroom demonstrations.

Survey results, as well as parental input at stakeholder meetings, indicate a need to better promote and support parental engagement and to create more opportunities for positive parent/staff interactions. To address this concern we will implement a stronger outreach program toward families providing a school-based hub for resources, workshops, and supporting parents' role in governance. We will conduct more frequent home visits to address parents' concerns and regularly inform them of what students are working on via a newsletter in English and Spanish.

Staff indicates a need for professional development in strategies to work with students who have been affected by trauma, as well as a need for a greater variety of counseling opportunities for students. Our professional development for 2018-19 will include trauma-informed care to help our staff respond to the trauma causing behavior difficulties. We will also structure our counseling services according to a tiered model that will address different levels of need.

Attendance continues to be a challenging area for our community program. We are considering different options to increase attendance, including the feasibility to provide transportation. The improved after-school program may also be an incentive to attend. Home visits will also be conducted together with our Probation officer to address with the family any barriers to attendance .

Finally, more intensive CTE services are needed to support our students' goal to obtain meaningful employment. With real options for employment through the school program, students may also have a greater incentive to attend. In addition to the existing work-ready certification and safe food handling certification we will establish a construction preapprenticeship at both sites to give students some experience in the work site. Workforce Development support for students with exceptional needs will continue to place students in competitive paid jobs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Our SBAC results in Math and English Language Arts tend to fall in the “Standard not Met” category. Clear differences among student groups are not evident, indicating a generalized need to develop stronger academic skills. The goal to bridge the performance gap applies to a large majority of our students. To establish a closer connection between learning and teaching, SBAC formative and interim assessments have been used but have not provided a detailed and incremental skill definition that would support instruction in our program. Other assessments, including the end of the chapter and teacher-designed classroom assessments, have been more helpful in identifying skills to be more closely addressed and the students who need more support. In addition, stronger academic planning for each student will more closely integrate academic needs with career preparation goals. Teachers will also receive professional development and individual coaching to increase their ability to differentiate according to varying needs in the classroom. More intensive CTE services will support a more relevant skill development plan and implementation to support students’ long-term goals. Increased student counseling services, continued implementations of PBIS strategies, and an emphasis on alternatives to suspensions will also increase students’ engagement and reduce time out of class.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

Our unduplicated student count for Golden Hills Community School is 72.5% with a program ADA of 26. The unduplicated count is 100% at JDF, with a program ADA of 41.5. In designing these services, we responded to the input from stakeholders and to documented needs of our unduplicated students. The remaining students will also receive many of the services developed for their unduplicated counterpart because given our high percentage of unduplicated students a school-wide approach seems to be our best option.

Following is a discussion of increased and improved services by goal, describing services funded by our LCAP allocation, and services also supporting our goals, but funded outside of the LCAP allocation. These services are an integral part of our system of support and we feel that omitting them would only contribute to a partial picture of how we support our students.

Goal 1. The base staffing for our programs includes a teacher and an instructional assistant. In addition to the instructional services provided by teachers and instructional assistants, the following additional services will support this goal:

- Professional development targeting effective instruction and especially Universal Design for Learning (UDL) to improve our implementation of the Multi-Tier Systems of Support (MTSS) model
- Instructional coaching support for teachers and administrator in the areas of project-based learning, instructional technology, and English Learners instruction
- Improve the implementation of Google apps for the classroom
- Establish a makerspace classroom to increase project-based learning
- Provide feedback on strategies implementation through walkthroughs involving teachers and administrators to deepen instruction and Common Core State Standards implementation

- Increase use of Odysseyware online credit recovery during and after school hours

Additional staff supported by LCAP for Goal 1 include:

.4 FTE Program Manager for instructional support and UDL coaching

Additional service providers supported by SCOE general fund:

.5 Instructional Technology Specialist to support project-based learning and Google apps implementation

Makerspace funded through CTE resources

Goal 2. Educational Transition- The goal of improving the educational transitions services to students continues to be a focus due to the transient nature of student population served in our programs. Services supporting this goal include:

Review of the countywide plan for expelled students

Family oriented events at JDF and Golden Hills

Increase and formalization of transition services at GHCS

Regular meetings between Student Support Specialists (SSSs) and students to review progress

Increase membership in the Solano County Foster Youth Educational Planning Team

Outreach to foster youth regarding AB 172

Provide increased technical assistance to districts and County agencies

Increase training regarding homeless youth and their educational rights

Additional staff supported by LCAP for Goal 2 include:

1.6 FTE SSSs to provide transition and/or counseling services at Golden Hills

Additional service providers supported by other funds:

1 additional SSS, to provide transition services at JDF, funded through Title I (.55 FTE), and through a contribution from Probation (.45 FTE)

Goal 3. Career Readiness- The goal of ensuring each student is career and college ready continues to be a top priority. The following services will support the goal:

Financial literacy instruction

Work-Ready Certification ta Golden Hills and JDF

Develop a pathway in the construction area at GHCS and JDF in consultation with the SCOE College and Career Readiness Department and Solano County Probation



Develop a summer program involving employment training options for 2019

Additional staff supported by LCAP for Goal 3 include:

.8 FTE Vocational Specialist funded through LCAP

Additional service providers supported by other funds:

1 CTE instructor for the pathways. The new pathways are currently being planned and are funded by a partnership between SCOE and Probation

Goal 4. Social-Emotional Support- The goal of providing the social and emotional support to students is an area of focus as many of the youth we serve have experienced trauma, school failure, involvement in the juvenile justice system and other barriers to success in school and in the community. The following services support Goal 4:

Trauma-informed care counseling

Establish a system of restorative justice practices as an alternative to suspensions

Monitor attendance and work with Probation to conduct home visits

Professional development for staff on trauma-informed care

Intensify the implementation of PBIS

Continue to fully implement the School Attendance Review Board for attendance and behavior

Provide training and professional development opportunities to increase educators' knowledge of the social-emotional needs of students, especially related to trauma. Particular attention will be given to foster, homeless, and low-income students

Continue the implementation of Positive Behavior Interventions and Support (PBIS)

After-school program to engage students in extra-curricular activities such as art, dancing, poetry, and theater

Parent Project parenting classes

Additional staff supported by LCAP for Goal 4 include:

1.6 FTE SSSs discussed in Goal 2, funded through LCAP, will provide direct services and training in support of this goal

Additional service providers supported by SCOE general fund:

.5 FTE Probation Officer to support attendance and positive behavior practices, funded through a partnership between SCOE and Probation

# Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$50,668,347
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$388,446.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

This LCAP refers to services to students in county-operated programs, covering instructional services at the Juvenile Detention Facility (JDF) and Golden Hills Community School (GHCS) with a total of 5 teachers and 4 instructional assistants. The instructional program for the Division of Unaccompanied Children Services (DUCS), included in previous LCAPs, is no longer operated by Solano COE as of July 1, 2018. This LCAP does not include our Special Education programs. A large portion of SCOE restricted budget is for Special Education services that we provide to students from school districts in the Solano County Special Education Local Planning Area (SELPA). SCOE's LCAP does not reflect these students as they are included in their respective districts' accountability plans. Other restricted funds included in the budget are for programs, grants, and contracts that support countywide activities such as Workforce Development, College and Career Readiness, Foster Youth/Homeless Students services, Early Learning services, Youth Development and Prevention services, and SELPA administration. In addition, the SCOE unrestricted budget includes:

- Special Education transportation, serving the districts in our SELPA
- LCAP assistance and fiscal oversight to districts in the county
- The Office of the Superintendent of Schools and Board of Education
- Educational services to districts, including differentiated assistance, and training for the Multi-Tier Systems of Support (MTSS) in our districts
- General administration supported through indirect costs charged to programs (human resources, business operations, payroll, information technology, maintenance, and operations, etc.).
- Fee-based services such as professional development, school-based counseling, data and technology services, and reproduction services.
- Other goals of SCOE and the Superintendent, including supporting the implementation of PBIS, collaboration with other stakeholder agencies including Solano County Behavioral Health for coordinating counseling and emotional learning services in the schools. We also provide facilitation for the Student Services Network including all the districts within Solano County as part of our efforts to closely work with our students' district of residence.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$7,479,589

# 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

Improve the instructional program being provided to students.

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 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Implementation of ELA, Math, and Next Generation Science Standards (NGSS)</p> <p><b>17-18</b> 100%</p> <p><b>Baseline</b> 100%</p>	<p>1. Implementation of ELA and Math standards at 100%. NGSS: 2 teachers and 1 administrator have attended training in this area. Professional development is in progress.</p> <p>Goal met.</p>
<p><b>Metric/Indicator</b> SBAC ELA California Assessment of Student Performance and Progress (CAASPP) assessments</p> <p><b>17-18</b> Increase 2% over 2015-16</p> <p><b>Baseline</b> 6% based on 2015/16</p>	<p>2. The 2016-2017 SBAC ELA test results showed a 3% increase in baseline from 15/16.</p> <p>2016-17 7%</p> <p>Goal not met.</p>

## Expected

### Metric/Indicator

SBAC Math (CAASPP) assessments

**17-18**

Increase 5% over baseline

### Baseline

4% based on 2015/16

### Metric/Indicator

Odysseyware credits earned

**17-18**

Increase 1% over baseline

### Baseline

37 credits average in 2016-17

### Metric/Indicator

Renaissance Learning- STAR Reading Assessment grade equivalent growth

**17-18**

Increase 5% over baseline

### Baseline

20% 2016/17 data

### Metric/Indicator

Renaissance Learning- STAR Reading Assessment scaled scores

**17-18**

Increase 5% over baseline

### Baseline

21% based on 2016/17 data

### Metric/Indicator

Renaissance Learning- STAR Math Assessment grade point equivalent

**17-18**

Increase 2% over baseline

### Baseline

18% for 2016-17

### Metric/Indicator

Renaissance Learning- STAR Math Assessment scaled score

## Actual

3. The 2016-2017 SBAC Math test results showed no increase in baseline.

2016-17 0%

Goal not met.

4. 2016/17 baseline was 37 credits earned on average per students who are enrolled 90 days or more. As of first semester, the average credits earned for 2017-18 is 27.8.

2017-18 average credits earned was 52

Goal met

5. There was an increase in the number of students staying 90 days or more showing a 0.5 increase on the STAR Reading Assessment grade equivalent score.

2017-18 50%

Goal Met

6. There was an increase in the percentage of students increasing their scale score by 50 points on the STAR Reading Assessment.

2017-18 50%

Goal Met

7. There was an increase in the number of students staying for 90 or more days showing a 0.5 grade equivalent increase on the STAR Math Assessment.

2017-2018 53%

Goal Met

8. There was an increase in the number of students staying for 90 or more days showing a 50-point scaled score increase on the STAR Math Assessment.

## Expected

**17-18**  
Increase 2% over baseline

**Baseline**  
14% based on 2016-17

**Metric/Indicator**  
The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically will increase by 5% over baseline. This data from this effort will inform ongoing decision making for ongoing program development for SCOE.

**17-18**  
Increase 5% over baseline

**Baseline**  
58% based on 2016/17

**Metric/Indicator**  
The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically will increase by 5% over baseline.

**17-18**  
Increase 5% over baseline

**Baseline**  
72% based on 2016/17

**Metric/Indicator**  
Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Every pupil in the school district has sufficient access to standards/ aligned instructional materials. School facilities are maintained in good repair.

**17-18**  
100%

**Baseline**  
100%

**Metric/Indicator**  
The percentage of English Learner pupils who make progress toward English proficiency as measured by California English Language Development Test (CELDT) will increase by 2% over baseline each year.

## Actual

2017-2018 41%

Goal Met

9. Percentage of parents who reported that their child received extra help when he/she is struggling academically.

2017-18 60%

Goal not met.

10. Percentage of students report that they receive extra help when they are struggling academically.

2017-18 77%

Goal met.

11. For State Priority 1,

100% of teachers were appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching,

Every pupil had sufficient access to standards/aligned instructional materials.

School facilities were maintained in good repair.

Goal met.

12. The percentage of English pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC), their progress on content standards, and ELD standards, will increase by 2% over baseline each year.



Expected	Actual
<b>17-18</b> Increase 2% over baseline  <b>Baseline</b> 2016/17 baseline was 44%	CELDT has been phased out and has been replaced by English Language Proficiency Assessments for California (ELPAC). Testing is currently being done and results will not be available until the summer of 2018.  2016/17 44%
<b>Metric/Indicator</b> English Learners reclassification rate  <b>17-18</b> Increase 10% over baseline  <b>Baseline</b> 2016/17 Baseline is 0%	13. Two students were reclassified this year.  2017-18 2 students  Goal met
<b>Metric/Indicator</b> Provide all JCCS staff, including teachers, paraprofessionals and administrators, professional development and instructional coaching support as related to ongoing instructional program improvement.  <b>17-18</b> 100%  <b>Baseline</b> 100% of all JCCS staff have received professional development related to the ongoing instructional program improvement based on 2016/17 data.	14. JCCS staff have been provided professional development in: Academic Counseling, Technology – Google Apps, Google Classroom, and G-Suite, Positive Behavior Interventions and Supports (PBIS), Restorative Justice Practices, Mindfulness, Social Emotional Wellness, Virtual Labs, NGSS, Project-Based Learning (PBL), Creating Pathways to Higher Education, Mental Health, ELA and ELD standards, ASIST (Suicide Prevention) and academic conferences ongoing coaching. 100% of the staff and administrators have participated as appropriate.  Goal met.
<b>Metric/Indicator</b> Develop a timeline for the 2017/18 school year and implement PBL activities in all JCCS programs.  <b>17-18</b> Students will complete 1 PBL projects each semester.  <b>Baseline</b> Students will complete 1 PBL project during the 2017/18 school year.	15. Students in all classrooms have participated in modified PBL activities. Due to program constraints, fidelity to the time-intensive PBL model has proven to be difficult. However, through CTE and classroom activities, all students have experienced hands-on, team building activities that have aspects of PBL.  Goal not met.
<b>Metric/Indicator</b> JCCS students will participate in virtual lab classes via the use of instructional technology.  <b>17-18</b> Students will complete 1 virtual lab activity each semester.	16. All JCCS classes have been provided at least 1 Virtual Lab activity, with a focus on biology and/or chemistry.  Goal met.

## Expected

### Baseline

Students will complete 1 virtual lab activity during the 2017/18 school year.

### Metric/Indicator

Conduct classroom walkthrough activities and provide timely feedback to teachers utilizing the feedback tool and monitoring system.

**17-18**

20 over baseline

### Baseline

Baseline is 36 total walk through activities during the 2016/17 school year.

### Metric/Indicator

The JCCS programs will provide a broad course of study that includes all the subject areas described in Section 51210 and Section 51220 (a) to (i), as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.

2016-17 Baseline 100%

### Metric/Indicator

## Actual

17. The administration has conducted classroom walkthrough activities weekly and has utilized the feedback tool 45 times to date. The walkthrough tool needs to be adapted to meet the needs of our diverse programs.

2017-18 68

Goal met.

18. JCCS offered a broad course of study that includes the core subjects of English, Math, Science, and Social Science. We also offer CTE and Physical Education. Students access elective classes through online curriculum.

2017-18 100% Goal met.

19. A new outcome is being added, that was not included in the 2017-18 LCAP regarding programs and services for students with exceptional needs, to fully address Priority 7c. Our programs both include a staff credentialed to work with students with exceptional needs. Individual Education Plans (IEPs) are reviewed with students and parents at intake and plans are implemented with fidelity. Services range from in class support to individual support. Students with exceptional needs have access to all available courses and receive supports according to their assessed needs. Services are provided consistent with the SELPA plan in collaboration with the Fairfield-Suisun Unified School District.

100% compliance

## Expected

### Metric/Indicator

\*Note: Academic Performance Index data is no longer available in the current year as it has been suspended.

\*\*Note: Middle and high school dropout rates and student expulsion rates are not applicable to the JCCS context. The Juvenile Court and Community Schools (JCCS) do not generate a dropout rate based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.

Indicators to address these areas as they apply to Alternative Schools are currently being developed and will be available in the fall of 2018.

\*\*\*Note: Advanced Placement courses and exams are usually not part of our instruction, but are available for students who may be interested in collaboration with their district of residence. Students typically placed in our Alternative Schools show credit recovery as their priority.

\*\*\*\*Note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or CTE sequences or programs of study that align with State Board-approved CTE standards and frameworks is not applicable in the JCCS context. Such courses are available through a blended model of instruction. Our experience has been that our students need to address credit deficiencies in basic requirements.

\*\*\*\*\* The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Mathematics. However, a method to compute a College/Career indicator for Alternative Schools like ours has not yet been finalized.

## Actual

## 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
1. Provide all JCCS staff, including teachers, paraprofessionals, and administrators, professional development related to ongoing instructional program improvement.	1. JCCS staff have been provided professional development in Academic Counseling, Technology – Google Apps, Google Classroom, and GSuite, PBIS, Restorative Justice Practices, Mindfulness, Social Emotional Wellness, Virtual Labs, NGSS, PBL, Creating Pathways to Higher Education, ASIST (Suicide Prevention) and Mental Health.	1 Teacher FTE 1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$131,156	1 Teacher FTE 1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$139,211
2. Teachers will implement California Common Core State Standards (CCCSS) English Language Arts (ELA)/ English Language Development (ELD), and Mathematics in the JCCS.	2. 100% of teachers are implementing CCCSS ELA/ELD and Mathematics in the JCCS.	0.714 FTE Paraeducator 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$24,360	0.714 FTE Paraeducator 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$33,692
3. Provide JCCS teachers and administrators instructional coaching support.	3. Staff have been provided instructional coaching support in the area of classroom management and academic conferences.	3000-3999: Employee Benefits Unrestricted General Fund \$50,741	3000-3999: Employee Benefits Unrestricted General Fund \$62,324
4. Support the development and implementation of PBL.	4. Support by SCOE experts has been provided to adapt PBL tasks to program restrictions. Students in all classrooms have participated in PBL activities. This continues to be an area of need.	4000-4999: Books And Supplies Unrestricted General Fund \$1,500	4000-4999: Books And Supplies Unrestricted General Fund \$2,750
5. Develop a model for providing JCCS students lab classes via the use of instructional technology.	5. All JCCS classes provided at least 1 Virtual Lab activity in the 1st semester. All students at GHCS have been issued individual	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$26,341	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$19,950
6. Formalize a JCCS instructional program with the walkthrough, feedback, and monitoring system.		7000-7439: Other Outgo Unrestricted General Fund \$23,597	7000-7439: Other Outgo Unrestricted General Fund \$26,111
7. Continue to provide Odysseyware online credit recovery services to students.			

8. Provide a reduced class size for minors at the JDF school in the Challenge Unit	laptop computers and have been using Google apps for the classroom.
9. 1 FTE of the Teacher + 0.714 of the paraeducator to implement all classroom activities	6. Program Administrator and Manager and consultant have conducted classroom walkthroughs at least weekly and have utilized the Observation Tool to debrief with teachers during staff meetings.
10. ADD- 0.34 FTE Program Manager to support coaching and other identified actions and services.	7. All students have access to the online credit recovery program Odysseyware. Students are earning credits through lab classes. Opportunities for credit recovery has also been provided as an after-school option.
	8. At this time, the class in the Challenge unit has seven students.
	9. The position was filled this year.
	10. This position has been filled. The Program Manager has supported our foster and homeless youth and has coordinated the provision of counseling services.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Develop a system of identifying English Language learners and create a schedule by which English	1. The Program Administrator works closely with the Director of Innovative Programs and Student	0.2 Manager FTE 1000-1999: Certificated Personnel Salaries	0.2 Manager FTE 1000-1999: Certificated Personnel Salaries



<p>Learners and Redesignated Fluent English Proficient students are monitored and reclassified to support their individual needs through specific interventions.</p> <p>2. Strengthen the instructional delivery and monitoring system for English Language Development instruction.</p> <p>3. ADD- 0.20 FTE Program Manager to support coaching for staff, case management and other identified actions and services with Foster Youth, English Learners, and low-income students.</p>	<p>Support as to what students qualify for redesignation and as to the supports they need. There is an established process for redesignation outlined in our Plan for English Learners</p> <p>2. The teachers have been trained on different English Language Development strategies. Administration works closely with teachers and para-educators regarding instruction given to students. A consultant specialized in instruction for English Learners works with all the teachers who have EL students on their roster.</p> <p>3. There is a Program Manager in this position who case managed foster students in collaboration with our Foster/Homeless Youth Department and also assisted teachers with strategies to support English Learners and low-income students. This manager assists with case management at JDF and oversees the provision of special education services at JDF.</p>	<p>Unrestricted General Fund \$23,200</p> <p>3000-3999: Employee Benefits Unrestricted General Fund \$8,416</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$632</p> <p>7000-7439: Other Outgo Unrestricted General Fund \$3,251</p>	<p>Unrestricted General Fund \$18,688</p> <p>3000-3999: Employee Benefits Unrestricted General Fund \$7,239</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$685</p> <p>7000-7439: Other Outgo Unrestricted General Fund \$2,682</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.

Staff has continued the implementation of the Common Core State Standards (CCSS). Staff has received professional development to support its implementation. Trainings and coaching in the areas of common core standards and academic conferencing has been provided. Odysseyware is used by all students at GHCS and by those students that need to earn credits at JDF School. Modified Project-Based Learning (PBL) continues to be implemented in the classes and will continue to be an area of focus. There has been improvement in student outcomes related to formative assessment (Renaissance). Credit recovery has not been as strong as expected during the first semester, but remains an area of priority for our program. The overall student population at the Community program and at JDF has sharply declined since last year. While we have worked with fewer students, their needs have appeared to be more intensive on the average than in prior years. Behavior and emotional difficulties have often interfere with instruction and learning. The analysis for goal 4 will discuss this in more details.

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

100% of the teachers are implementing the CCSS. They have also received training to help improve this area. ELD strategies are used in the classroom to be able to help all students. Odysseyware allows us to be able to reach many students in either the classroom setting or through Distance Learning. Students are now using personal computers and doing their work through Google apps. We have graduated 8 students in the JCCS program to date. Training and adoption of technology have created opportunities, but there is work to be done in the area of differentiation to successfully work with a group of students with a very diverse skill profile. Some differentiation has been accomplished through coaching but more training is needed to have substantial implementation of a multi-tier system of supports in the academic area. Staff at Golden Hills have been trained on using Google apps for the classroom, but they need to develop much stronger familiarity with them to fully use them in the classroom. Our academic strategies have been inconsistent in raising student scores on the SBAC. However, academic support was successful in increasing student achievement as measured by instrument more closely reflecting incremental gains like the Renaissance tests.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The increase in expenditures for the 1000, 2000, and 3000 categories for action 1 was due to staffing changes.

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.

The goal has not been substantially modified. Measured outcomes call for a more structured implementation of Universal Design for Learning strategies in the instructional program. Also additional professional development will be provided to staff during the upcoming school year on Renaissance STAR 360 which will address specific assessments for the identification of academic needs in math and ELA. Next Generation Science Standards curriculum will continue be implemented and staff will need additional training in using the curriculum and strategies. We also plan to increase the integration of technology in the classroom to intensify the use of Google apps and provide a more engaging learning environment. Finally, project based learning has been experienced by our students in a limited way and exclusively in a virtual environment. We plan to turn one of the empty classrooms into a maker space lab that our students can use to work on real projects and problems. Over time, our students could become facilitators for other groups of visiting students. Coaching will be a priority with a focus on UDL implementation and increased use of instructional technology.

# 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

Increase the Educational Transition Planning Services being provided to students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                             Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the individual learning plans will increase by 5% from baseline.

**17-18**

Increase 10% over baseline

### Baseline

56% baseline 2016/17

### Metric/Indicator

The percentage of students who report that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) will increase by 5% from baseline.

**17-18**

Increase 10% over baseline

### Baseline

64% baseline 2016/17

Actual

1. The percentage has increased by 21 percentage points.

2017-18     77%

Goal met.

2. Increased by 5 percentage points.

2017/18 results: 69%

Goal not met.

## Expected

### Metric/Indicator

The percentage of parents who report that the school prepares their student for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) will increase by 5% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for SCOE.

### 17-18

Increase 10% over baseline

### Baseline

64 % baseline 2016/17

### Metric/Indicator

The percentage of parents who report that the school involves them in the development of their student's individual learning plan will increase by 5% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and efforts to promote parental participation.

### 17-18

Increase 10% over baseline

### Baseline

52% baseline 2016/17

### Metric/Indicator

The percentage of students staying four or more days in JDF who are provided Transition Education Services will increase by 1% over baseline as measured by Student Support Specialists' logs.

### 17-18

Increase 1% over baseline

### Baseline

83% baseline 2016/17

### Metric/Indicator

Track number of days between release from Juvenile Detention Facility (JDF) and enrollment in their home school.

### 17-18

100%

### Baseline

Baseline is being established in the 2017-18 school year

## Actual

3. The percentage remained the same. State Priority 3.

2017/18 results is 64%.

Goal not met.

4. The percentage increased by 12 points. State Priority 3.

2017/18 results is 64%.

Goal met.

5. 2017/18 result was 89%.

Goal Met

6. In 2016-17 barriers to obtaining this information in a timely manner were identify this year. These barriers included students moving out of the county, a lack of technical support and an unreliable tracking database. Starting in the 2017-2018 school year, the number of days between release from JDF and enrollment in their home school is tracked for every student. This is largely due to our recently gained access to California Longitudinal Pupil Achievement Data System (CALPADS).

Goal met.



## Expected

### Metric/Indicator

The JCCS program will host 4 family related activities that promotes parental participation in programs for unduplicated pupils and students with exceptional needs.

#### 17-18

4 events held during the school year

#### Baseline

1 event held during the 2016/17 school year

### Metric/Indicator

The annual review of the Countywide Plan for Expelled Students will be used as a tool to update the new 3-year plan.

#### 17-18

The new Countywide plan will be written and approved by June 2018

#### Baseline

The plan was last reviewed in August 2016

### Metric/Indicator

There will be a 50% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of foster youth

#### 17-18

Increase 15% over baseline

#### Baseline

There was a total of 8 trainings and professional development opportunities during the 2016/17 school year.

### Metric/Indicator

There will be a 30% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of homeless youth.

#### 17-18

Increase 10% over baseline

## Actual

7. To date, the GHCS has hosted 1 Back to School Night and 3 LCAP parent information meetings. Presentations on services for students and parents, including a Parent Project training series were offered. We have also had 2 School Site Council meetings. There are 2 pending meetings planned in the spring. While activities were organized and events held, parent attendance was limited. Increasing parent participation will replace this indicator as a measure of our success in this area.

Goal met.

8. The plan has been revised by the members of the Student Services committee. The draft that was collectively developed was shared by each member in their respective districts to receive. The new plan was finalized and adopted at our May meeting.

Goal met

9. During 16/17, there was a total of 8 training and professional development opportunities offered for SCOE staff and partner agencies, related to the support of foster youth and coordination of services. During 17/18, 7 trainings have been provided to partner agencies. 3 trainings are scheduled to be completed by May 2018. SCOE regularly convenes the county wide Foster Youth Network which includes school districts and community-based agencies.

Goal met.

10. During 16/17, there were a total of 8 training and professional development opportunities for SCOE staff and partner agencies related to the support of homeless youth. During 17/18, 8 trainings have been completed. 2 trainings are scheduled to be completed by May 2018.

Goal met.

## Expected

### Baseline

In 2016-17, SCOE has offered 8 trainings to school district staff the needs to identify and support homeless youth and on the McKinney Vento requirements. These trainings cover topics such as immediate enrollment, transportation support and how to access services. A countywide event on Commercially Sexually Exploited Children targeted the increased vulnerability for homeless students.

## Actual

## 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
1. Annually review and update the Countywide Plan for Expelled Students	1. The Student Services Committee is currently reviewing a draft of the revised plan	3.15 FTE Student Support Specialists 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$267,461	3.15 FTE Student Support Specialists 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$221,789
2. There will be evening events held at JCCS schools quarterly to provide parents with information, solicit feedback on decisions, and to provide opportunities for socialization with staff. Additional outreach will be provided to families of unduplicated pupils and individual with exceptional needs to increase their participation.	2. To date, we have hosted Back to School night and LCAP parent information meetings. We have also had two School Site Council meetings. The After-school Program works with students to create weekly academic and social goals, including weekly grade checks. More intensive outreach is needed to connect more meaningfully with our families.	3000-3999: Employee Benefits Unrestricted General Fund \$103,385	3000-3999: Employee Benefits Unrestricted General Fund \$81,366
3. Increase Educational Transition Planning Services that support the transition from Golden Hills Community School	3. Each student completes a transition plan with a Student Support Specialist (SSSs) upon entry at GHCS. Students also	4000-4999: Books And Supplies Unrestricted General Fund \$900	4000-4999: Books And Supplies Unrestricted General Fund \$800
		5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$10,088	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$3,500
		7000-7439: Other Outgo Unrestricted General Fund \$38,489	7000-7439: Other Outgo Unrestricted General Fund \$31,346

4. Develop a case management plan for students transitioning from Community School

5. Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from JDF School and are aligned with a student's individual learning plan

6. Track number of days between release from JDF and enrollment in their home school.

7. Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.

8. Continue to strengthen the intake process at the Juvenile Detention Facility School.

9. 3.15 FTE of the Student Support Specialists (SSSs) to implement all activities related to identified actions and services.

meet every semester to revise the goals of the plan.

4. There is a process to support the transition in collaboration with Student Services administrators from Fairfield-Suisun USD. We are still missing a formal case management plan for the transition that also involves the receiving school staff.

5. The Individual Learning Plans continue to be a part of the transition planning process. With the JDF School's WASC Accreditation, the process of students graduating has become seamless. Furthermore, the SSSs provide records in a timely fashion to both JDF school staff and school district liaisons upon a student returning to the district. Probation workers are also in constant communication with JDF school staff and district liaisons. This is in large part due to the collaborative efforts the SSSs have implemented with all stakeholders. Solano County JDF Transitions Program has established itself as a leader in transitional services. The number of students at JDF has decreased since last year, but the needs of the students that are still detained appear to be more intense and require more involvement on the part of the SSSs.

6. During 2016-17 there were multiple barriers to obtaining this

information in a timely manner. These barriers included students moving out of the county, a lack of technical support and an unreliable tracking database. Starting in the 2017-2018 school year, the number of days between release from JDF and enrollment in their home school is tracked for every student. This is possible due to our recently gained access to California Longitudinal Pupil Achievement Data System (CALPADS).

7. Teachers meet with students at the beginning of the year, the start of the second semester, and at the end of the year. They also meet with students throughout the year as appropriate.

8. The intake process has been strengthened by our recent implementation of the electronic registration system and access to state-wide and local school districts' student informational systems.

9. We started the 2017-18 school year fully staffed in this area. In January, one of the JDF SSSs left for a different job. We have not filled that vacancy as the student population at JDF has dramatically decreased and currently one SSS is able to serve the entire student population.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
We will increase the transition support to foster and homeless youth in Solano County by: 1. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team (FYEPT).	1. SCOE regularly updates and confirms emails of participants of the Solano County Foster Youth Educational Planning Team. As a result of outreach, an increase in participation has occurred. On average, there are 15- 20 participants at the meetings. New membership includes Solano County Behavioral Health and Solano County College. Current stakeholders include: Solano County Child Welfare, District Educational Liaisons, Group Home Staff, First Place for Youth (Transitional Housing and Independent Living Skills Program), Solano County Foster Parent Association, Solano County Resource Family Association, Solano County Probation, Solano County Juvenile Court, Solano County Children's Attorney, Solano County Eligibility Program, and other community partners.	Included in Action 2.1 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$49,774	2000-2999: Classified Personnel Salaries Unrestricted General Fund \$52,136
2. AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18. Outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam.		3000-3999: Employee Benefits Unrestricted General Fund \$19,681	3000-3999: Employee Benefits Unrestricted General Fund \$13,605
3. Increase trainings and technical assistance to districts and Child Welfare Services.		5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$3,658	5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$3,520
4. Increase trainings and technical assistance to districts and Child Welfare Services on homeless youth and McKinney-Vento requirements.		5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$6,430	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$3,500
5. 0.6 FTE of the SSS to support these actions and services	2. SB 172 is the identified legislation which retroactively suspended the California High School Exit Exam requirement for graduation. Outreach has been addressed through professional development with community partners including Child Welfare Services and the Solano County Foster Parent Association, as well as the Solano County Foster Youth	7000-7439: Other Outgo Unrestricted General Fund \$38,489	7000-7439: Other Outgo Unrestricted General Fund \$31,346



Educational Planning Team (FYEPT) stakeholder meetings.

3. During 2017-18, training and technical assistance was provided to districts and Child Welfare Services. There were 68 district participants who received training on foster youth. Technical assistance was provided to district educational liaisons at the monthly Student Services meetings. There were four (4) trainings on the topic of foster youth provided to districts during the 2017 school year. During 2018, one (1) training was provided to Child Welfare Services. Six (6) Child Welfare Services staff participated in the training. Ongoing communication occurs with Child Welfare Services on the training needs of staff.

A SSS is co-located at Child Welfare Services twice weekly to provide technical assistance and support to social workers. Technical assistance addressed Individual Education Plans, transportation, school of origin, placement change process and support with educational records. From July 1, 2017, through January 31, 2018, there were 217 services provided.

In addition, training was provided to the Solano County Foster Parent Association in November 2017. The topics included: AB 167, AB 216, Trauma, and an overview of SCOE services to support foster

youth by Student Support Specialist at Child Welfare Services. There were 27 foster parents who participated in the training.

Moreover, a training was provided to Court Appointed Special Advocates (CASA) in 2018. CASA are important advocates for the educational needs of foster youth.

4. During 2017-18, there were seven (7) McKinney Vento trainings to districts. There was one (1) training completed during the 2018 school year, and outreach efforts continued. During 2017, district educational liaisons attended monthly Student Services meetings where they had the opportunity to receive technical assistance. Student Services meetings are ongoing for the remainder of the school year. Trainings to Child Welfare Services are on an as requested basis regarding homeless youth and McKinney Vento. During 2017-18, 521 participants have received McKinney Vento training. Ongoing outreach is a priority.

5. The position has been filled.

# 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.

Students have been provided transition services at both JDF and, to a lesser extent, at GHCS. At GHCS they meet with the Student Support Specialist and develop a plan that will need to be completed to be able to return to their home district. The students are also involved in the development of their Individual Learning Plan and regularly meet with staff to assess their progress. Transition services at Golden Hills require formalization, stronger inclusion of receiving school staff, and regular follow up.

The FYEPT membership and communication has increased as a result of the actions and services related to the articulated goal. New community partners were added to the outreach list and have presented information at the stakeholder meetings about their services that are relative to the needs of foster youth. The overall implementation of the action/services is considered met, but there is a need to continue outreach and communication efforts due to transition and change of staffing of community organizations.

Community partners, districts and Child Welfare Services received training on SB 172. SB 172 is the identified legislation which retroactively suspended the California High School Exit Exam requirement for graduation. Outreach has been addressed through professional development with community partners including Child Welfare Services and the Solano County Foster Parent Association, as well as the FYEPT stakeholder meetings.

During 17- 18, SCOE staff and partner agencies received training and technical assistance that addressed the needs of foster youth and included AB 167, AB 216, trauma, and an overview of SCOE services.

SCOE will continue to support requests from district educational liaisons on Solano County educational rights holders for foster youth and assist with the facilitation with out of County Foster Youth Services Coordinating programs for the purpose of the identification of educational rights.

Also, during 17-18, SCOE staff and partner agencies received training related to the support of homeless youth including the McKinney Vento Homeless Assistance Act, identification of students, eligibility and definition of students, immediate enrollment, and AB 1806.

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

Through our survey results, 64% of parents agreed/strongly agreed that the school prepares their child for a successful transition to their next milestone while 69% of students agreed with this statement. 64% of parents felt that they were involved in the development of their child’s Individual Learning plan and 77% of students said they were involved. It seems that some parents/guardians may not be aware of the transition services that are provided to the students and are not informed about their student's learning plan. We will need to improve our communication with parents/guardians. While the survey results show that a majority of the students and the

parents have positive views of the programs and their services, the results have not seen the increase we had expected. More effective communication is a priority.

The actions/services of updating stakeholder contact information and outreach to new participants/partner agencies has been highly effective in supporting the goal of increase the educational transition planning services being provided to students. The actions /services of increasing communication between partner agencies concerning foster youth. The overall effectiveness was identified based on a review of the sign in sheets and number of new stakeholders who attended the FYEPT meetings. During 17/18, there were 5 new organizations/community partners represented at the FYEPT meetings, including Solano County Homeless Youth and Young Adult program, Solano Voices, Workforce Development Board, Solano Community College, and Solano County Behavioral Health. There were 8 new participants representing the new organizations, which included 2 youth representing Solano Voices youth leadership. The increase in the number of participants and organizations supports the increase of communication and collaboration between partner agencies, regarding the needs of foster youth.

The action/services of increase trainings and technical assistance to districts and Child Welfare Services was identified as effective in achieving the articulated goal. During 2017-18, training and technical assistance was provided to districts. There were a total of 4 district trainings and 68 district participants received training on foster youth. Technical assistance was provided to district educational liaisons at the monthly Student Services Meetings

In addition, a Student Support Specialist provided technical assistance and support to social workers during co-location at Child Welfare services. Technical assistance addressed IEP's, transportation, school of origin, placement change process and support with educational records. From July 1, 2017 through January 31, 2018, there were 217 services provided. During 2018, one (1) training was provided to Child Welfare Services. 6 Child Welfare Services staff participated in training.

The action/services of increase trainings and technical assistance to districts and Child Welfare Services on homeless youth and McKinney-Vento requirements was identified as effective in achieving the articulated goal. This was based on the 7 McKinney Vento trainings provided to districts during 2017-18, and the 521 participants who received McKinney Vento training. Ongoing outreach is a priority. Trainings are provided to Child Welfare Services on an as requested basis. Outreach and partnering in this area is ongoing. Moreover, district educational liaisons were provided opportunities to receive technical assistance at the monthly Student Services meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One Student Support Specialist from JDF resigned in January. The position was not replaced due to a significant drop in student enrollment at the Juvenile Detention Facility.

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.

Staff will increase the transition services to students at Golden Hills Community school to mirror the services at the JDF program. We will also work on a stronger outreach for families in collaboration with Probation, and Family Resource Centers in the FSUSD.

SCOE will increase communication between partner agencies concerning foster youth. The expected outcomes of the goal are that participating membership will develop relationships that support services and increased communication for the needs of foster youth. Ongoing relationship building, and outreach is a necessity to achieve the identified goal. It is expected that member participation will vary due to change and transition within partner organizations.

SCOE will continue the efforts to identify foster youth who are graduating seniors and need to complete the Free Application for Federal Student Aid (FAFSA) application. SCOE will outreach to community partners to support the application process.

As a result of the analysis, staff will continue to develop training content based on best practices of foster and homeless youth and continue to outreach to community partners for training and technical assistance opportunities for the remainder of the year and beyond.

# 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

Increase career readiness services provided to students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement <b>17-18</b> Maintain 100% <b>Baseline</b> 100% baseline 2016-17	1. Maintaining at 100%. Goal met.
<b>Metric/Indicator</b> 100% of all students will participate in job shadow/industry speaker activities with local employers <b>17-18</b> Maintain 100% <b>Baseline</b> 100% baseline 2016-17	2. 100% of students participated. Goal met.
<b>Metric/Indicator</b> 100% of students will participate in financial literacy workshops covering budgeting, credit, savings, and investments	3. Maintaining at 100%. Goal met.

## Expected

### 17-18

Maintain 100%

### Baseline

100% baseline 2016-17

### Metric/Indicator

Increase the number of student testing for the California Food Handlers Certification in the Challenge program and Golden Hills Community School

### 17-18

Increase 2% over baseline

### Baseline

100% baseline 2016-17 at the Challenge program and 19% at GHCS

### Metric/Indicator

The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 3% as measured by the LCAP Student Survey from baseline

### 17-18

Increase 3% over baseline

### Baseline

56% baseline 2016-17

### Metric/Indicator

The percentage of students who report that the career readiness workshops demonstrate a connection to their real life will increase by 3% as measured by the LCAP Student Survey from baseline

### 17-18

Increase 3% over baseline

### Baseline

37% baseline 2016-17

## Actual

4. 100% of the students in the Challenge Program have tested and received the Food Handler's certificate by the time they complete the program (7 students so far this year), at GHCS 8 students have taken and passed the test. Last year a total of 14 students obtained the certificate.

Goal met.

5. 67% of students agreed or strongly agreed the school effectively provides them with career readiness workshops. in 2016/17: 56%.

Goal met.

6. 37% of students reported in 16/17 that the career readiness workshops demonstrate a connection to their real life. 48% agreed in 2017-18.

Goal met.



## 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
<ul style="list-style-type: none"> <li>Continue to expand career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement.</li> <li>Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.</li> <li>Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an online web-based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding.</li> </ul>	<ol style="list-style-type: none"> <li>All students in the JCCS programs are receiving career exploration instruction including California Career Zone, Road Trip Nation, and Junior Achievement. The "Career Choices" curriculum is also being used as a supplement.</li> <li>All JCCS students receive Financial Literacy instruction.</li> <li>All JCCS students receive "Preparing for the Workplace" and "Success in the Workplace" themed instruction throughout the school year.</li> <li>Students in the Challenge Program and GHCS have the opportunity to earn the "Work Ready Certification (WRC)". So far this year, seven (7) students have been awarded the WRC Certificate. Students have been exposed to instruction in keyboarding skills, coding, and basic computer concepts. Students also participated in a "Day of Coding" at GHCS. Students at GHCS have received individual laptops and have started using Google apps for the classroom.</li> </ol>	0.2 Program Manager FTE 1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$6,967	0.2 Program Manager FTE 1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$6,976
		0.8 Vocational Specialist FTE 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$40,207	0.8 Vocational Specialist FTE 2000-2999: Classified Personnel Salaries Unrestricted General Fund \$40,207
		Vocational Specialist FTE 3000-3999: Employee Benefits Unrestricted General Fund \$21,894	Vocational Specialist FTE 3000-3999: Employee Benefits Unrestricted General Fund \$21,735
		4000-4999: Books And Supplies Unrestricted General Fund \$400	4000-4999: Books And Supplies \$500
		5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$3,225	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$3,050
		5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$1,454	5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$1,449
		7000-7439: Other Outgo Unrestricted General Fund \$7,474	7000-7439: Other Outgo Unrestricted General Fund \$7,451

- Continue to expand "Success in the Workplace" themed instruction for students in the JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.
- Consult with CTE Department for staff training and increased opportunities for students.
- 0.8 Full-time equivalent (FTE) of the Vocational Specialist and .02 FTE of the Program Manager to implement all activities related to identified actions and services

5. JCCS staff have received information throughout the year about vocational training opportunities, trade fairs, and career exploration activities in the community such as the Construction Trades Fair, Inspire Event, and Nor Cal Career Fair. Students at GHCS participated in a visit to trade training sites throughout the county. Students at GHCS are receiving instruction in Digital Citizenship.

6. Consultation with CTE department is ongoing. Classroom teachers and the CTE Vocational Specialist work together in preparing and delivering lessons. Planning is ongoing for a possible expansion of the CTE program for 2018-19 to include specific job training opportunities.

7. All positions have been filled for the current year.

## 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.

Students are offered a twice-weekly class in career-readiness. The class provides them such skills as resume-writing, financial literacy, computer skills and career exploration. If students do not have the Food Handlers Certificate or Work Readiness Certification, they have an opportunity to earn both at GHCS or in the Challenge program at JDF. Our services have been implemented as planned. Students at GHCS also had the opportunity to join students from comprehensive high schools throughout the county to visit trade training sites. A new collaborative effort with SCOE, Probation, and Solano Community College has created the opportunity for students who have graduated to access college courses online.

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

There are indicators supporting the effectiveness of our program. Per the LCAP Student Survey, the 67% of the students have stated that they agree or strongly agree that school effectively provides them with career readiness workshops. All current goals have been met. There was an increase in the number of students receiving the Work Ready Certificate and Food Handlers Certificate. We have supported the JDF student's ability to take online college courses. These results are encouraging as we are planning for a substantial expansion of the CTE program to include a fully developed pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant differences.

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.

Career Choices, has been piloted for the use during CTE instruction for possible implementation in 2018-19. Field trips, speakers, job shadowing will increase. There is also a need to change the language on the indicator about the number of students who test for the Food Handlers Certificate to include the percentage of eligible students. With decreasing enrollment a percentage is a better indicator of our effectiveness. Also attendance greatly affects some students' ability to qualify for certification. WE also need to provide more specific options for training in selected trade skills and we are developing a plan to accomplish that in 2018-19.

# 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

Increase social-emotional support services provided to students.

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

### Metric/Indicator

Student engagement and connectedness and positive behavior will improve as measured by the following:

- The average daily attendance rate for JCCS students will increase by 3% from the baseline.

**17-18**

Increase 3% over baseline

### Baseline

67% baseline 2016-17

### Metric/Indicator

The suspension rate for JCCS students will decrease by 5% from the baseline.

**17-18**

Decrease 5% from baseline

Actual

1. Average daily attendance rate for 2017/18 was 66%

Goal not Met

2. Suspension rate was 20% for 2017/18.

Goal met

## Expected

### Baseline

31% baseline 2016-17

### Metric/Indicator

The chronic absence rate will decrease by 3% from the baseline.

### 17-18

Decrease 3% from baseline

### Baseline

68% baseline 2016-17

### Metric/Indicator

The percentage of students who on the most recent California Health Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there will increase by 5% from the baseline.

### 17-18

Increase 5% over baseline

### Baseline

58% baseline 2014-15

### Metric/Indicator

The percentage of students who on the most recent CHKS report that they feel safe at school will increase by school will increase by 5% from baseline.

### 17-18

Increase 5% over baseline

### Baseline

42% baseline 2014-15

### Metric/Indicator

The percentage of students who on the most recent CHKS report that there is a teacher or adult who really cares about them will increase by 5% from baseline.

### 17-18

Increase 5% over baseline

### Baseline

52% baseline 2014-15

### Metric/Indicator

The percentage of students who on the most recent CHKS report that they feel like they are a part of their school will increase by 10% from baseline.

## Actual

3. The chronic absence rate for 2017/18 was 68%.

Goal not met

4. In 2017-18 56% the students reported that they feel there is a teacher or adult who notices them when they are not there.

Goal not Met

5. In 2017-18 the percentage of students who reported that they feel safe at school was 54%

Goal Met

6. In 2017-18 the percentage of students who reported that there is a teacher or adult who really cares about them was 54%.

Goal not Met

7. In 2017-18 the percentage of students who reported that they feel like they are a part of their school was 39%.

Goal Met

## Expected

### 17-18

Increase 10% over baseline

#### Baseline

23% baseline 2014-15

#### Metric/Indicator

The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 5% from baseline.

### 17-18

Increase 5% over baseline

#### Baseline

32% baseline 2016-17

#### Metric/Indicator

The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally is 100%.

### 17-18

Maintain 100%

#### Baseline

45% baseline 2016-17

#### Metric/Indicator

There will be a 15% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of foster youth

### 17-18

Increase 15% over baseline

#### Baseline

There was a total of 8 training and professional development opportunities during the 2016/17 school year.

## Actual

8. In 2017-18 66% of students stated that the school supports their social-emotional needs.

Goal met.

9. In 2017-18 55% of parents stated that the school provides their child extra help when they are struggling socially or emotionally. Baseline data from 2016-17 is 45%. While this is a substantial increase over the previous year the 100% goal was not reached. State Priority 3

Goal not met.

10. During 16/17, there was a total of 8 training and professional development opportunities offered for SCOE staff and partner agencies related to the support of foster youth. During 17/18, 7 trainings have been provided to partner agencies. 3 trainings are scheduled to be completed by May 2018 as part of our coordination of services in this area.

Goal met.

## Expected

### Metric/Indicator

\*Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools context. The Juvenile Court and Community Schools (JCCS) do not generate a dropout rate based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.

\*\*Note: The students referred to the JCCS have already been expelled or remanded to the Juvenile Detention Facility (JDF) or Division of Unaccompanied Children's Services (DUCS) program. They would not be expelled further; this metric is not applicable to the JCCS context.

\*\*\* The High school graduation rate does not apply to Solano County Office of Education JCCS programs as the four year high school cohort graduation rate is not typically found to be applicable to COE schools and programs. A graduation rate model for Alternative Schools will be included in a different accountability system to be launched in the fall of 2018.

## Actual

## 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
<ul style="list-style-type: none"> <li>Provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support</li> <li>Formalize a schoolwide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed</li> </ul>	<p>1. Mariposa Program facilitated by SCOE Youth Development staff person conducts a 10-week program with a group composed of female identified students. Joven Nobles Program facilitated by MILPA; conducts a 10 week program with our 10th-12th grade class. Community Building Circles are facilitated weekly by the Student Support Specialist for students weekly. A Student Support Specialist has provided</p>	<p>Included in Goal 2 – items in parenthesis included in Goal 2</p> <p>(1 - \$267,461) (2 - \$103,385) (3 - \$900) (4 - \$10,088) (5 - \$38,489)</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$1,500</p>	<p>4000-4999: Books And Supplies Unrestricted General Fund \$0</p>



- Formalize a home visit program implemented by the Student Support Specialist to support and follow-up with JCCS student attendance tracking system
- Strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School.
- Continue to provide professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
- Continue to develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles.
- Fully implement a School Attendance Review Board to address student attendance and behavioral issues
- 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal

individual counseling services to Tier III students at Community School.

2. Five students have participated in intensive individual counseling. Those in the 10-12 grade participate in either Joven Nobles and four girls participate in a Mariposa group. Our Student Support Specialist offers the opportunity for students to discuss issues that they are having with her and also holds an after-school group in which they learn skills on how to deal with anger or other emotions. All students participate in restorative justice circles on a weekly basis. Positive Behavior Interventions and Supports is being implemented as universal preventive model. Students' individual progress and needs are regularly discussed during collaborative planning among teachers, administrators, and support staff to adjust services.

3. The Student Support Specialist, partnered with SCOE School Attendance Liaison, conducts home visits for students whom have been deemed truant and also for those who have improved attendance from previous SARB hearings.

4. Student attendance is monitored biweekly. The Program administrator and Student Support Specialist discuss student attendance and create a plan of

5000-5999: Services And Other Operating Expenditures  
Unrestricted General Fund  
\$3,500

Unrestricted General Fund \$504

5000-5999: Services And Other Operating Expenditures  
Unrestricted General Fund  
\$1,000

Unrestricted General Fund \$101

#2 Transition Services  
part of the 3.15 FTE)

- Providing after school activities for students and families to include socializing activities, trainings, and receive input.

action. This may include a meeting with the student, meeting with the family, a home visit and/or SARB.

5. JCCS staff have been provided professional development in: Restorative Justice Practices, Mindfulness, Social Emotional Wellness, and Mental Health among other areas. Several staff members will be attending a training that focuses on improving school outcomes for students impacted by trauma.

School wide PBIS (Year 2) continues to be implemented at GHCS. It is also being Implemented (Year 1) at JDF in collaboration with JDF Probation staff. PBIS is aligned with the Multi Tiered System of Supports (MTSS) model, with a focus on Restorative Justice principles and universal preventive interventions.

In 2017 selected staff attended a training of trainers series on Teaching to The Human Core (mindfulness and resiliency strategies for the classroom). The training provided strategies for staff to support students who have experienced trauma.

In April of 2018, a professional development opportunity is being offered to school personnel who work directly with students. The training opportunity is a collaborative event between A Better Way MHSA School - Based

Mental Health Program and Solano County Office of Education. Participants who attended the professional development opportunity, Improving School Outcomes: Developmentally Sensitive Approaches to Working with Students Impacted by Trauma, gained an understanding of the impact of early childhood adverse experiences on the stress response system, ways that stress response activation impacts learning and relationships, and how stress response activation impacts developmental level of functioning. The training also addressed how support from healthy relationships buffers the impact of traumatic experiences, how stress response activation impacts perception of safety, and how deescalating students and improved self-reflection promote resilience.

6. During the 2017 school year, there were six (6) Positive Behavior and Support trainings (PBIS), and five (5) training opportunities for the 2018 school year. For the 2017-18 school year, there are twenty-eight (28) schools enrolled in PBIS training which included JCCS and SCOE Community School teams.

7. Golden Hills has a Student Attendance Review Board. Currently four families have been brought to SARB. 26 students have had Student Review Team

Meetings (SART) meetings where their attendance has been reviewed and interventions have been put in place.

8. This position is fully staffed.

9. We will increase academic learning time by providing students our SOAR program. SOAR is our after-school program. Student receive homework help and can use counseling hours toward their readmit contract. Parents are invited to attend the School Site Council and LCAP stakeholder meetings, Back to School night and the spring family event, all of which are designed to get parent input.

## 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 of the actions and services has supported the articulated goal of increasing social-emotional support services provided to students, as evidenced by the professional development opportunity offered to school personnel who work directly with students. One professional opportunity was a collaborative event between A Better Way MHSA School - Based Mental Health Program and Solano County Office of Education. Participants who attended the professional development opportunity, Improving School Outcomes: Developmentally Sensitive Approaches to Working with Students Impacted by Trauma, gained an understanding of the impact of early childhood adverse experiences on the stress response system and on ways that stress response activation impacts learning and relationships. The training included a discussion of the connection between positive relational support and learning and how to deescalating students.

The action/services of developing and implementing a school wide Positive Behavior Intervention and Supports (PBIS) system aligned with the Response to Intervention model with a focus on Restorative Justice principles are in the action phase of supporting the articulated goal. Based on the actions/ services, SCOE staff and district school teams participated in several professional development opportunities including PBIS, Teaching to the Human Core (Mindfulness), and Restorative Practices.

There were a total of eleven (11) PBIS training opportunities during 17-18. In addition, a total of ten (10) schools participated in the Restorative Practice Trainer of Trainer Model, and the two-day Restorative Practices Circle training. Lastly, five (5) schools participated in the Teaching to the Human Core which addressed mindfulness and resiliency strategies.

Twenty-three positive School Climate social-emotional groups were provided to school sites that are implementing PBIS. The social emotional groups support the social-emotional needs of students. There is an identified need to increase the number of groups to support additional students.

The Student Support Specialist (SSS) at GHCS helps support students' success by working on social and emotional learning, conflict resolution strategies, and problem solving. Staff gives students strategies on how to cope with differences they may have with teachers and classmates. Staff supports students with their social emotional needs that may impact their access to the curriculum. The SSS also works with students on their transitional goals to return to the comprehensive school. Students participate in individual and group counseling. One counseling is only for girls and the other group is for students in grades 10-12. We have also had 5 students participate in the afterschool program SOAR. The activities that they participate in help them complete requirements of their rehabilitation plan, credit recovery and grades.

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

The majority of the students (66%) feel that their social-emotional needs are being met in their programs. 62% believe that their questions and concerns are taken seriously. Data shows improvement in the percentage of students who believe their teachers care and who feel a sense of belonging in school. Progress remains to be made in the area of perceived safety. The number of suspensions, while still relatively high, has sharply decreased in connection to an increased reliance of restorative practices and preventive strategies like our social learning groups.

Further evidence on the effectiveness of the actions and services, as it relates to PBIS, was based on the School Wide Evaluation Tool (SET) which was independently rated. The SET evaluates PBIS implementation at school sites. Evidence of the effectiveness of PBIS implementation was noted at school sites such as signage of school wide expectations, lesson plans, and use of data in decision making. A similar site visit is scheduled with sites that participated in the Restorative Practices sessions to evaluate implementation and to provide coaching opportunities.

Areas of needed improvement continue to persist. The suspension rate, for example, is still high and calls for more prevention and a stronger commitment to non-exclusionary discipline practices. The decrease in the number of students both at GHCS and JDF has

resulted in an increased intensity of the needs students present on the average. Probation agrees with this analysis and is collaborating with us on adjusting our programs accordingly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One Student Support Specialist resigned in January and has not been replaced due to declining enrollment

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.

Although the suspension rate has decreased, it is still an area of concern and more work is needed to come up with alternatives to suspension. There is a continued need for increasing social-emotional learning groups and services to meet our countywide obligation to support foster youth in Solano County. There is also an identified need to increase professional development on trauma and mental health. School staff will research programs and best practices to decrease the chronic absence rate.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The stakeholder engagement process began in early November of 2017. Twelve stakeholder engagement meetings took place during the 2017-2018 school year. This included meetings with parents and students, as well as facilitated opportunities for all Solano County Office of Education (SCOE) staff and managers to provide input. We also consulted with the Solano County Office of Education's bargaining units' representatives including the Solano County Education Association, the California School Employees Association, Solano Chapter; and the Solano School Bus Drivers, Public Employees Union Local 1. We engaged in stakeholder input meetings with Juvenile Detention Facility (JDF) School, Golden Hills Community School (GHCS), and Division of Unaccompanied Children's Services (DUCS) School students, staff, parents, and non-custodial parents. We also met with the representatives from the Student Services Department of each school district in the context of the countywide Student Services Representatives Council. This council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and annually updates the Countywide Plan for Expelled Students. Finally, we met with a large contingent of local businesses that have been supporting Career Technical Education (CTE) and Workforce Development programs. The Program Administrator and the Program manager for Educational Options directly oversee our program sites and participated in all the stakeholder meetings, contributing to their facilitation, and to the content of our LCAP. They were also directly involved in in our LCAP writing team.

In addition, we met with the members of the Foster Youth Education Planning Team (FYEPT) which includes foster youth advocacy representatives from the following partner agencies:

Solano County agencies:

Solano County Juvenile Court System

Solano County Board of Supervisors

Solano County Department of Health and Social Services - Child Welfare Services

Solano County Probation Department

Local Education Agencies:

Benicia Unified School District Dixon Unified School District

Dixon Unified School District

Fairfield-Suisun Unified School District

Travis Unified School District

Vacaville Unified School District



## Vallejo City Unified School District

### Educational Partners:

Solano County Special Education Local Plan Area (SELPA)

Vallejo City Unified School District Special Education Local Plan Area (Vallejo City SELPA)

Solano Community College

### Community Partners:

Court Appointed Special Advocates of Solano County

Solano County Foster Parent Association

Foster A Dream

First Place for Youth - Independent Living Skills Program

Stahnke & Associates

Child Welfare Services

Ombudsman

Aldea Treatment

Foster Care Mary's Help

Mile High Group Home

County Counsel

Public Defenders Office of Solano County

Solano County Department of Health and Social Services – Mental Health Division

The parents that participated in the stakeholder engagement process included parents of English learner students and foster youth. English-Spanish interpreting was available at all the meetings.

The stakeholder engagement process was conducted from November 2017 to March of 2018. Five stakeholder engagement meetings specifically included students from each of our Juvenile Court and Community Schools (JCCS) instructional programs to provide them the opportunity to be actively engaged in and provide input during the stakeholder engagement process. Program administrators and teachers facilitated these meetings.

At each of the stakeholder engagement meetings, we presented both qualitative and quantitative data relative to our results implementing the goals and actions outlined in the 2016-17 LCAP. The quantitative data was presented in graph form so that it was easily understandable by our stakeholders. We also had the staff implementing the actions used anecdotal and qualitative data to illustrate the results of our efforts in implementing the LCAP. The presentations included assessment results relative to student achievement. Based on the information presented, individuals present at the stakeholder engagement meetings had the opportunity to provide input relative to the current goals and actions and the extent to which they felt student needs were being adequately addressed.

In addition to face-to-face stakeholder engagement meetings, JCCS parents, teachers and students; Probation staff; and DUCS partners were invited to provide input into the development of the LCAP by way of a locally developed survey. The survey was available in English and in Spanish. Students also completed the California Healthy Kids Survey which is currently being scored by the publisher. We expect these data to be available for our May draft of the LCAP.

The following meetings were held throughout the stakeholder engagement process:

Date/Time

November 14, 2017 1:15 PM - 2:15 PM	Golden Hills administrators, staff, students, and parent representatives
November 28, 2017 1:30 PM - 2:30 PM	JCCS staff and administrators
December 6, 2017 1:00 PM - 2:00 PM	JDF administrators, staff, Probation staff, and students
December 12, 2017 2:00 pm – 3:00 pm	DUCS administrators, staff, and students
December 13, 2017 1:00 PM - 2:00 PM	Golden Hills and DUCS staff and administrators
January 12, 2018 11:45 AM - 1:15 PM	Foster Youth Education Planning Team
January 25, 2018 1:15 PM - 2:15 PM	Parent Advisory Meeting
February 8, 2018 3:00 PM – 4:30 PM	SCOE bargaining units representatives and SCOE staff
February 27, 2018 5:00 PM - 6:00 PM	Parent Advisory Meeting

February 28, 2018

9:00 AM - 11:00 AM

Business Economic Development Corporation Partners, CTE Advisory Meeting

March 22, 2018

6:00 PM - 7:00 PM

Parent Advisory Meeting

June 6, 2018

1:30 PM – 2:30 PM

Final LCAP Presentation / School Site Council and Parent Advisory Meeting, facilitated by the program administrators.

The specific actions that were taken to meet statutory requirements for stakeholder engagement pursuant to Ed Codes 52026, 52068 and 47606.5 include a presentation of the LCAP draft prepared for the SCOE Parent Advisory Committee that parents (and non-custodial parents) of targeted pupil identified in Ed Code section 42238.01 were invited to attend on January 25, 2018, and February 27, 2018 for review and comment. SCOE is not required to establish an English Learner Parent Advisory Committee because our JCCS program does not meet the threshold of at least 15% English learners and at least 50 pupils enrolled who are English learners. A final meeting with the Parent Advisory was held on March 22, 2018. A draft of the LCAP was presented to the Board on April 11 and on May 9 for comments. The required public hearing took place at the regularly scheduled meeting of the County Board of Education on June 13, 2018, and the final approval was scheduled in conjunction with the final budget approval at the June 20, 2018, County Board of Education meeting.

# Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

During our consultation gatherings, we received rich input from our stakeholders and through dialogue we were able to identify areas that indicated shared priorities. This feedback allowed us to develop a plan that is responsive to the concerns and interests of our stakeholders. Program administrators, students, parents, teachers, county office staff and community members helped us develop goals and services that focus on increasing student outcomes and on sharpening our strategies accordingly. Our consultation was positive and animated with substantial discussion about the purpose of our programs and the student populations we serve. The priorities that received consensus among our stakeholders for the new school year include:

1. Strengthening of our instructional program to accommodate effectively a variety of skill levels and to support students for credit recovery and progress toward graduation. This is a priority that we had previously identified and was reconfirmed by stakeholders. We addressed this ongoing need by planning for professional development in their implementation of evidence-based practices, especially Universal Design for Learning, which is the most promising in addressing the range of needs our students tend to demonstrate. We also want to address student engagement by completing our implementation of the G-suite for the classroom.
2. Additional family support, especially in having access to resources that can support their children and young adults. Trust is often an issue that families and students bring up in discussion as they have, in most cases, experienced negative interactions with schools and other agencies. Families also spoke against suspensions as they thought behavior that occurs at school should be addressed at school as a learning experience. In response to this input, we plan to increase our implementation of restorative practices, which will result in fewer suspensions and increase the likelihood that families will experience a less punitive approach to student behavior. We also want to address the request for a school that is a resource for parents and students by partnering with parents in providing informational workshops on a variety of topics as identified by the families. We are also developing plans to provide families with a weekly newsletter and the school administration committed to inviting parents/guardians to events not just through a flyer sent home with the students, but also making personal phone calls and sending e-mails.
3. Supporting the behavioral and emotional development of our students especially considering the likelihood that many of them have experienced trauma. This is also a theme that clearly was a priority for families, students, and staff. Trauma is often at the root of behavior issues and rejection of school. As a result, we want to intensify our social-emotional support services for students. We believe we have sufficient staff to address this issue, but need to intensify their preparation to provide trauma-based counseling.
4. Increased efforts to foster student engagement through field trips, use of technology, and project-based learning. Our students are interested in a more varied academic experience that is engaging and connected to outside activities. This was a strong statement from our students. In response to this need we are planning to increase the use of the individual tablets our students already have and to fully implement the G-suite, which includes providing students with e-mail account to support collaboration. With a new program administrator, who has extensive CTE experience, the Golden Hills program will have a makerspace room that will support students' ability to engage in project-based learning. Finally we will establish a construction preapprenticeship at both our sites.
5. After-school programs for families and students. This priority was also identified in the previous year and, in response to this identified priority, we want to offer a more structured after-school program that will support students interest in increasing opportunities to work on credit recovery, and will provide them with extracurricular opportunities such as dance, acting, and poetry. In

conjunction with the after-school program we will also offer events designed to support parents and increase our partnership with them.

6. Increase communication to parents about student data. Some parents expressed the wish to receive more communication from school so they can be aware of what the students are working on.

7. Internship programs for GHCS and increased career technical education options at all sites. This priority is consistent with our goal to increase career readiness for our students. We will add a construction preapprenticeship and continue working with students on a work-ready certification that will make them better prepared to be selected for internships with our business partners.

10. JDF staff expressed an interest in receiving more training on how to support students emotionally. We will address this request by providing professional development and coaching in trauma-informed care and mental health first aid.

12. Agencies collaborating with the County Foster Youth Services indicated a need to strengthen collaboration for the purpose of the identification of educational rights. Our Student and Program Support will increase the frequency of meetings of the Foster Youth Network to allow for more collaboration and more intensive professional development.

13. Identify foster youth who are graduating seniors and need to complete the Free Application for Federal Student Aid (FAFSA) application. SCOE will work with school districts and outreach to community partners to support child find and the application process.

The input from the business community was not necessarily specific to our programs but gave us an understanding of what employers are looking for when hiring a young woman or man. They listed the following areas as priorities for job readiness:

1. Soft skills such as greetings, appropriate attire, phone etiquette.
2. Math skills connected to real-world situations, especially trade and business tasks.
3. Financial literacy.
4. Preparation for industry-specific jobs.

These areas of need were identified as county wide trends. In our programs these needs are addressed by our CTE instruction and work-certification program. Our CTE advisory group includes businesses that guarantee an interview to students who have earned out work-ready certification.

The collective impact of these stakeholder meetings resulted in our choice of goals and services addressing the recommendations as explained above in sections 1-13. Summarizing, a need to increase parent's opportunity for participation, access to workshops about effective parenting strategies and family support, brought to our attention the importance to strengthen our plan in these areas. This approach would also address the issue of low attendance at school events. The opposition to suspensions was heard clearly and we are committing to further reducing suspensions and replacing them with a restorative justice approach. Training has been done in this area and more training will be available for the staff. A new administrator will provide the leadership necessary at the site to accomplish that. The request for after-school activities was heard last year as well and, as a result, we offered some after-school activities including tutoring, dance instruction, and additional time for credit recovery work. This year we want to expand those activities to a structured program that will allow students to explore a variety of interest from dance, art, theater, and poetry in an effort to provide venues for the positive expression of feelings and ideas. Participation will be contingent on school attendance. Input

from the business community was encouraging as many of the desired skills are already included in our Work Ready Certification program. As a result of their input, we are planning a more industry-specific training program for students at GHCS and JDF in collaboration with Probation and CTE. Input gathered during the stakeholder engagement process strongly contributed to the development of our LCAP goals and services. It also served as a way to inform our key stakeholders, including parents, students, community partners and foster youth agencies, about the 10 state priorities and how the LCAP can serve as a focus for allocating resources strategically in response to the needs of English learners, socioeconomically disadvantaged youth, foster youth, and all students.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

Improve the instructional program being provided to students.

### 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 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

The academic skills of the students continue to be an area of focus in both English Language Arts (ELA) and Math based on California Assessment of Student Performance and Progress (CAASPP) and local assessments. Most students in the Juvenile Court and Community Schools (JCCS) programs are credit deficient and below grade level. There is a continued need for credit recovery and academic support to help students close possible skills and knowledge gaps. There is also a need, identified by students and parents, to provide more engaging instruction, and an increased use of instructional technology. Finally there is a need to support the different skill levels in our programs, including the success of students with exceptional needs. This goal and the action and services capture the need for continuous improvement in these areas and address each of the specific needs.



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2.  Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS)	100%	100%	100%	100%
Priority 4.  SBAC ELA (CAASPP) assessments	6% based on 2015/16	2% over baseline	5% over baseline	10% over baseline
Priority 4.  SBAC Math (CAASPP) assessments	4% based on 2015/16	5% over baseline	6% over baseline	10% over baseline
Priority 8.  Odysseyware credits earned	37 credits average in 2016-17	1% over baseline		3% over baseline
Priority 8.  Renaissance Learning-STAR Reading Assessment grade equivalent growth	20% 2016/17 data	5% over baseline	7% over baseline	9% over baseline
Priority 8.  Renaissance Learning-STAR Reading	21% based on 2016/17 data	5% over baseline	7% over baseline	9% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Assessment scaled scores				
Priority 8.  Renaissance Learning-STAR Math Assessment grade point equivalent	18% based on 2015/16	2% over baseline	4% over baseline	6% over baseline
Priority 8.  Renaissance Learning-STAR Math Assessment scaled score	14% based on 2015/16	2% over baseline	2% over baseline	2% over baseline
Priority 8.  The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically will increase by 15% over baseline.	58% based on 2016/17	5% over baseline	10% over baseline	15% over baseline
Priority 8.  The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically	72% based on 2016/17	5% over baseline	10% over baseline	15% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will increase by 5% over baseline each year				
<p>Priority 1</p> <p>Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>Every pupil in the school district has sufficient access to standards/aligned instructional materials.</p> <p>School facilities are maintained in good repair.</p>	100%	100%	100%	100%
<p>Priority 4</p> <p>The percentage of English Learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) will</p>	New baseline being established in 2017-18	2% over baseline	4% over baseline	6% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
increase by 2% over baseline each year.				
Priority 4.  English Learners reclassification rate	2016/17 Baseline is 0%	10% over baseline	10% over baseline	10% over baseline
Priority 2.  Provide all JCCS staff, including teachers, paraprofessionals, and administrators, professional development and instructional coaching support as related to ongoing instructional program improvement and implementation of Common Core State Standards.	100% of all JCCS staff have received professional development related to the ongoing instructional program improvement based on 2016/17 data.	100%	100%	100%
Priority 7.  Implement Project-Based Learning (PBL) activities in all JCCS programs.	Students will complete 1 PBL project during the 2017/18 school year.	Students will complete 1 PBL projects each semester.	Students will complete 3 PBL projects per school year.	Students will complete 4 PBL projects per school year.
Priority 7.  JCCS students will participate in virtual lab	Students will complete 1 virtual lab activity during the 2017/18 school year.	Students will complete 1 virtual lab activity each semester.	Students will complete 2 virtual lab activities each semester.	Students will complete 3 virtual lab activities each semester.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
classes via the use of instructional technology.				
<p>Priorities 2, 4, 7.</p> <p>Conduct classroom walkthrough activities and provide timely feedback to teachers utilizing the feedback tool and monitoring system. Walkthroughs use an observation instruments to determine if instruction is standard based, the implementation of evidence-based practices, appropriate support for English learners, and the overall level of student engagement.</p>	Baseline is 36 total walk through activities during the 2016/17 school year.	20 over baseline	Maintain at 20 over baseline	Maintain at 20 over baseline
<p>Priority 7.</p> <p>The JCCS programs will provide a broad course of study that includes all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all</p>	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.				
<p>Priority 7.</p> <p>100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement</p>	100%	100%	100%	N/A
<p>Priority 7.</p> <p>Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by grades.</p>	Not included in 2016-17	Baseline 100%	100%	100%
*Note: Academic Performance Index data is no longer available in the current year as it has been suspended.				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p><b>**Note:</b> Middle and high school dropout rates and student expulsion rates are not applicable to the JCCS context. The Juvenile Court and Community Schools (JCCS) do not generate a dropout rate based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year. Indicators to address these areas as they apply to Alternative Schools are currently being developed and will be available in the fall of 2018.</p> <p><b>***Note:</b> Advanced Placement courses and exams are usually not part of our instruction, but are available for students who may be interested in collaboration with their district of residence. Students typically placed in our Alternative Schools show credit recovery as their priority.</p>				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>****Note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or CTE sequences or programs of study that align with State Board-approved CTE standards and frameworks is not applicable in the JCCS context. Such courses are available through a blended model of instruction. Our experience has been that our students need to address credit deficiencies in basic requirements.</p> <p>***** The Early Assessment Program results re embedded in the SBAC results for 11th grade ELA and Mathematics. A method to compute a College/Career indicator for Alternative Schools like ours has not yet been finalized.</p>				



# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

1. Provide all JCCS staff, including teachers, paraprofessionals, and administrators, professional development related to ongoing instructional program improvement.
2. Teachers will implement California Common Core State Standards (CCCSS) English Language Arts (ELA)/ English

### 2018-19 Actions/Services

Action and Services for Goal 1 have been collapsed into one section due to our decrease in funding and in the number of English Learner due to the disappearance of the DUCS program.

1. Provide all JCCS staff, including teachers, paraprofessionals, and administrators professional development

### 2019-20 Actions/Services

Language Development (ELD) and Mathematics in the JCCS.

3. Provide JCCS teachers and administrators instructional coaching support.
4. Support the development and implementation of PBL.
5. Develop a model for providing JCCS students lab classes via the use of instructional technology.
6. Formalize a JCCS instructional program with the walkthrough, feedback, and monitoring system.
7. Continue to provide Odysseyware online credit recovery services to students.
8. Provide a reduced class size for minors at the JDF School in the Challenge Unit
9. 1 Full-time equivalent (FTE) of the teacher + 0.714 FTE of the paraeducator to implement all classroom activities
10. ADD- 0.34 FTE of the program manager to support coaching and other identified actions and services.

related to supporting English Learners and differentiating instruction according to the Universal Design for Learning (UDL) model. The UDL model is effective in addressing the range of skills we typically find in our classroom through planned differentiation and is especially suited to provide support for students with exceptional needs within the general education classroom.

2. Improve the implement of California Common Core State Standards English Language Arts/ English Language Development, Mathematics, and New Generation Science Standards (NGSS) in the Juvenile Court and Community Schools. through targeted professional development.
3. Improve instruction by providing teachers and administrators instructional coaching support for working with English Learners, in implementing content and language development standards.
4. Improve instruction by designing and implementing Project-Based Learning and by creating a makerspace classroom to increase student engagement and provide more meaningful instruction.
5. Improve instruction and student engagement by providing makerspace experiences for students at Golden Hills in collaboration with our CTE department. The classroom will be functional by the beginning of the 2018-19 school year and will support project-based learning for our students.
6. Improve instruction and engagement by increasing the use of instructional

technology and the use of Google apps for the classroom and extend the model to JDF students. Teachers at Golden Hills have been trained by a consulting firm, Mobile Mind, last year. This year Mobile Mind will provide coaching at Golden Hills and a new training at JDF.

7. Improve instruction by formalizing at JCCS a practice of walkthroughs, feedback, and systematic monitoring as part of an ongoing self-review model. In the past we have used an observation tool designed to assess the level of implementation of standard-based instruction, the use of evidence-based practices, and the level of student engagement. The new administrators for our programs and the staff will review the instrument and decide how it needs to be updated. Results of observations are addressed at staff meeting to identify any barriers and areas of need. Teachers take turns being part of the observing team.

8. Improve students' progress toward graduation by providing Odysseyware online credit recovery services to students.

9. Improve instruction for English learners by establishing a system for identifying English Language learners and creating a schedule by which English Learners and Redesignated Fluent English Proficient students are monitored to support their individual needs through specific interventions.

10. Strengthen the instructional delivery and monitoring systems for ELD instruction.

11. The 0.4 FTE Program Manager for case management of English Learners, foster, homeless, expelled, and low-income students as needed and provide or coordinate coaching and other identified actions and services. The 2017-18 actions and services included in this section have been combined with action and services for action 2 to better reflect the allocation of resources and staffing priorities. Action 1 included .34 FTE of a Program Manager and Action 2 included .2 FTE for the same position for a combined 0.54 FTE. The FTE was reduced to .4 due to decreasing enrollment.

\*The teacher and para-educator supported by LCFF in 2017-18 to reduce class size are no longer needed due to significantly declined enrollment at JDF and the closure of one pod.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$154,356	\$42,049	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

Amount	\$50,741	\$ N/A	
Source	Unrestricted General Fund		
Budget Reference	2000-2999: Classified Personnel Salaries	One para-educator at JDF no longer needed due to decline in enrollment	
Amount	\$59,157	\$16,417	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$26,341	\$1,350	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
Amount	\$25,470	\$18,885	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	
Amount		\$1,169	
Source		Unrestricted General Fund	
Budget Reference		5700-5799: Transfers Of Direct Costs	
Amount	\$26,848	\$7,931	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	

Action 2

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services

1. Develop a system of identifying English Language learners and create a schedule by which English Learners and Redesignated Fluent English Proficient students are monitored and reclassified to support their individual needs through specific interventions.

2. Strengthen the instructional delivery and monitoring systems for English Language Development instruction.

3. ADD- 0.20 FTE program manager to support coaching for staff, case management and other identified actions and services with Foster Youth, English Learners, and low-income students.

2018-19 Actions/Services

The 2017-18 actions and services included in this section have been combined with action and services for section 1 to better reflect the allocation of resources and staffing priorities. Action 1 included 0.34 FTE of a Program Manager and Action 2 included 0.2 FTE for the same position for a combined 0.54 FTE. The FTE was reduced to 0.4 due to decreasing enrollment.

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$23,200	N/A	
Source	Unrestricted General Fund		
Budget Reference	1000-1999: Certificated Personnel Salaries	The Program Manager position has been reduced to 0.4 due to declining enrollment and is now funded entirely under Action 1.	
Amount	\$8,416	N/A	
Source	Unrestricted General Fund		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$632	N/A	
Source	Unrestricted General Fund		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
Amount	\$3,251	N/A	
Source	Unrestricted General Fund		
Budget Reference	7000-7439: Other Outgo		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Increase the Educational Transition Planning Services being provided to students.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                             Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

### Identified Need:

There is a need to provide students with services that promote the development of successful transition and life skills and support their engagement. The transition process from Golden Hills Community School (GHCS) and the Juvenile detention facility (JDF) to the school of residence needs to be strengthened to support positive student outcomes. Research shows that students are particularly vulnerable during this transition and are at risk of dropping out or experiencing feelings of disengagement without the support of protective factors. Metrics used to identify needs include analysis of stakeholder input. In addition to existing transition services, our students need to develop strong college/career preparation. Many of them intend to attend college but also want employment to support themselves. In addition, there is a continued need to provide coordination of services to foster youth throughout the county including working with Child Welfare Services to minimize changes in school placement, providing information to Child Welfare Agency as appropriate, responding to requests from juvenile court and supporting the efficient, expeditious transfer of appropriate records of foster youth. Other needs include seeking parent input in making decisions for each school site, promoting parental participation in our programs for targeted students, and promoting parent participation for our students with exceptional needs.



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 5.</p> <p>The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the individual learning plans will increase by 15% from baseline.</p>	56% baseline 2016/17	5% over baseline	12% over baseline	15% over baseline
<p>Priority 4, 5.</p> <p>The percentage of students who report that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) will increase by 15% from baseline.</p>	64% baseline 2016/17	10% over baseline	12% over baseline	15% over baseline
<p>Priority 3, 4, 5.</p> <p>The percentage of parents who report that the school prepares their student for a successful transition to their next milestone (e.g. transition to high school</p>	45 % baseline 2016/17	10% over baseline	12% over baseline	15% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
of residence, college, workplace, or other) will increase by 15% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for SCOE.				
<p>Priority 3.</p> <p>The percentage of parents who report that the school involves them in the development of their student's individual learning plan will increase by 15% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and efforts to promote parental participation.</p>	52% baseline 2016/17	10% over baseline	12% over baseline	15% over baseline
<p>Priority 5.</p> <p>The percentage of students staying four or more days in JDF who are provided Transition Education Services will increase by 1% over</p>	98% baseline 2016/17	1% Over baseline	1% Over baseline	1% Over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
baseline as measured by Student Support Specialists' logs. A successful transition will reduce absenteeism.				
<p>Priority 5.</p> <p>Track number of days between release from JDF and enrollment in their home school for all students to reduce the number of absences.</p>	Baseline is being established in the 2017-18 school year	TBD	TBD	TBD
<p>Priority 3.</p> <p>The JCCS program will host 4 family related activities that promotes parental participation in programs for unduplicated pupils and students with exceptional needs and create opportunities for parents' input in decision making and governance.</p>	1 event held during the 2016/17 school year	4 events held during the school year	4 events	4 events
<p>Priority 9.</p> <p>The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies,</p>	The plan was last reviewed in August 2016	The new Countywide plan will be written and approved by June 2018	The plan will be reviewed by June 2019	The plan will be reviewed by June 2020

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will be used as a tool to update the new 3-year plan and providing coordination in this area.				
<p>Priority 10.</p> <p>There will be a 30% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies, related to our coordination of support and services for foster students.</p>	There was a total of 8 training and professional development opportunities during the 2016/17 school year.	15% over baseline	20% over baseline	30% over baseline
<p>Priority 5.</p> <p>There will be a 30% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of homeless youth and their continuous attendance in school.</p>	In 2016-17 SCOE has offered 8 trainings to school district staff the needs to identify and support homeless youth and on the McKinney Vento requirements. These trainings cover topics such as immediate enrollment, transportation support and how to access services. A countywide event on Commercially Sexually Exploited Children targeted the	10% over baseline	20% over baseline	30% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	increased vulnerability for homeless students.			

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. Annually review and update the Countywide Plan for Expelled Students.

2018-19 Actions/Services

1. Improve services to expelled students by conducting an annually review and

2019-20 Actions/Services

2. There will be evening events held at JCCS schools quarterly to provide parents with information, solicit feedback on decisions, and to provide opportunities for socialization with staff. Additional outreach will be provided to families of unduplicated pupils and individual with exceptional needs to increase their participation.
3. Increase Educational Transition Planning Services that support the transition from GHCS.
4. Develop a case management plan for students transitioning from Community School.
5. Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from JDF School and are aligned with a student's individual learning plan.
6. Track number of days between release from JDF and enrollment in their home school.
7. Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.
8. Continue to strengthen the in-take process at the JDF School.
9. A 3.15 Full-time equivalent (FTE) of the student support specialists to implement all activities related to identified actions and services.

updating the Countywide Plan for Expelled Students, to adjust to changing needs as appropriate. This is an aspect of our obligations as County Office under Priority 9.

2. There will be evening events held at JCCS schools every month to provide parents with information, solicit feedback on decisions, and to provide opportunities for socialization with staff. Additional outreach will be provided to families of unduplicated pupils and individual with exceptional needs to increase their participation. The school will function as a resource hub for families.
3. Improve our support of student attendance by increasing and formalizing educational transition planning services that support the transition from Golden Hills Community School to the receiving district schools. This is particularly important for English Learners, expelled, foster, and homeless youth as they they are most vulnerable to factors against regular attendance. This service is not included in the base program and is funded through LCFF to facilitate students' reentry to their school of origin. The Student Support Specialist at Golden Hills does not have a structured transition support as the one at JDF and we want to improve this services.
4. Improve our support of student attendance by providing educational transition planning services that supports transition and follow-up case management of students leaving JDF. We will improve services by tracking the number of days

between release from JDF and enrollment in the home school for all students. We will use June 2018 data as the baseline. This service is not included in the base program and is funded through LCFF to facilitate students' reentry to their school of origin. Until now we have counted the number of students served as an indicator. Now we want to measure how effective we are at enrolling students back into their school of origin as quickly as possible.

5. Improve our support of individual students through a process and whereby teachers and student support specialists meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate. This service brings together the expertise of teachers and of student support specialists contributing to a more comprehensive understanding of the student, not just from an academic perspective, but also from a social-emotional perspective.

6. Continue to support improved student outcomes by funding through LCFF 1.6 FTE of the Student Support Specialists to implement all activities related to actions identified above. Student Support Specialists are added to the base staff to support students' social-emotional needs, and case manage their return to the school of origin. One additional Student Support Specialist will be funded through Title I (.55 FTE) and through a contribution from Probation (.45), leaving 1.6 FTE to be funded through the LCAP.

\*The reduction of the student support specialist from 3.15 FTEs to 1.6 FTEs is due to a sharply decreased enrollment in JDF.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$267,461	\$135,870	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	\$103,385	\$50,003	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$900	\$200	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
Amount	\$6,430	\$1,720	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	



Amount	\$3,658	\$3,756	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	
Amount	\$38,489	\$19,021	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	
Amount		\$19,021	

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 Actions/Services

We will increase the transition support to foster and homeless youth in Solano County by:

1. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team.
2. AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18. Outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam.
3. Increase trainings and technical assistance to districts and Child Welfare Services.
4. Increase trainings and technical assistance to districts and Child Welfare Services on homeless youth and McKinney-Vento requirements.
5. 0.6 FTE of the student support specialist to support these actions and services.

#### 2018-19 Actions/Services

We will increase the transition support to English Learners, foster, homeless, and expelled youth in Solano County through the following services:

1. Increase membership in the Solano County Foster Youth Educational Planning Team.
2. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team.
3. AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18. Outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam.
4. Increase trainings and technical assistance to districts and Child Welfare Services.
5. Increase trainings and technical assistance to districts and Child Welfare Services on homeless youth and McKinney-Vento requirements.
6. 0.6 FTE of the student support specialist to support these actions and services. This position is already funded under Action 1.

#### 2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$49,774	N/A	
Source	Unrestricted General Fund		
Budget Reference	2000-2999: Classified Personnel Salaries	Funding decreased from 3.15 FTEs of Student Support Specialist to 1.6 FTE due to significant decline in enrollment. The 0.6 Student Support Specialist previously funded in Action 2 is now included in the 1.6 FTE funded in Action 1.	
Amount	\$19,681	N/A	
Source	Unrestricted General Fund		
Budget Reference	3000-3999: Employee Benefits		
Amount	\$400	N/A	
Source	Unrestricted General Fund		
Budget Reference	4000-4999: Books And Supplies		
Amount	\$3,225	N/A	
Source	Unrestricted General Fund		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
Amount	\$1,454	N/A	
Source	Unrestricted General Fund		
Budget Reference	5700-5799: Transfers Of Direct Costs		

Amount	\$7,474	N/A	
Source	Unrestricted General Fund		
Budget Reference	7000-7439: Other Outgo		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Increase career readiness services provided to students.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

There is a need to provide students with services that promote career readiness. Most of our students are interested in employment and college after graduation. They tend to have limited experience in going through the process of securing a job and are often in need of understanding the resources available to them in supporting their goals. Metrics used to identify need include analysis of stakeholder input, data on student access to Career Technical Education (CTE) and workforce development programs and services. English Learners, foster, low-income students, and students with exceptional needs often have not had exposure to experiences that could have prepared them in developing soft employment skills that, during stakeholder meetings, our business partners have so clearly emphasized as a prerequisite.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 8.  100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement	100% baseline 2016-17	Maintain 100%	Maintain 100%	Maintain 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 8.</p> <p>100% of all students will participate in job shadow/industry speaker activities with local employers</p>	100% baseline 2016-17	Maintain 100%	Maintain 100%	Maintain 100%
<p>Priority 8.</p> <p>100% of all students will participate in financial literacy workshops covering budgeting, credit, savings, and investments</p>	100% baseline 2016-17	Maintain 100%	Maintain 100%	Maintain 100%
<p>Priority 8.</p> <p>Increase the number of student testing for the California Food Handlers Certification in the Challenge program and at GHCS</p>	100% baseline 2016-17 at the Challenge program and 19% at GHCS	Increase 2% over baseline	Increase 4% over baseline	Increase 6% over baseline
<p>Priority 8.</p> <p>The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 9% as measured by</p>	56% baseline 2016-17	Increase 3% over baseline	Increase 6% over baseline	Increase 9% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the LCAP Student Survey from baseline				
Priority 8.  The percentage of students who report that the career readiness instruction demonstrates a connection to real life will increase by 9% as measured by the LCAP Student Survey from baseline	37% baseline 2016-17	Increase 3% over baseline	Increase 6% over baseline	Increase 9% over baseline

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

- Continue to expand career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement.
- Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.
- Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an on-line web based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding.
- Continue to expand "Success in the Workplace" themed instruction for students in the JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

The following services were specifically designed to support the needs of low income students, English Learners, foster, and homeless youth. We support academic achievement and college preparation and several of our students have continued to college after graduation, including students at JDF. On the other hand, many of our students are interested in securing an income before or while attending college and preparation for employment is a fundamental component of our program.

1. Continue to expand career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement. Develop a pathway training for students at JDF and GHCS to provide them with specific trade skills.
2. Continue to provide financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.
3. Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an on-line web based

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2019-20 Actions/Services



- Consult with CTE Department for staff training and increased opportunities for students.
- 0.8 Full-time equivalent of the Vocational Specialist and 0.06 full-time equivalent Program Manager to implement all activities related to identified actions and services

program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding.

4. Continue to expand "Success in the Workplace" themed instruction for students in the JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.

5. Increase Work-Ready Certification and Food Handler Certification training to include Golden Hills students.

6. Improve our capacity to provide career readiness and project-based instruction by consulting with the SCOE CTE Department for staff training and increased opportunities for students. Such consultation will benefit primarily our low-income students who may tend to have fewer resources for seeking employment.

7. Improve our support of students employment-related skills by employing a 0.8 full-time equivalent of a Vocational Specialist and 0.06 full-time equivalent Program Manager to support teachers in providing instruction on career-related skills, including the work-ready certification, and the safe food handling certification. Our sites do not have a formal CTE program. Employing a Vocational Specialist through LCFF funds, will provide our students with career readiness instruction, including industry-identified soft skills and financial literacy.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,967	\$7,044	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	\$40,027	\$40,761	
Source	Unrestricted General Fund		
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	\$21,894	\$24,024	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	\$400	\$400	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	
Amount	\$3,225	\$3,216	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	
Amount	\$1,454	\$1,493	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs	

Amount	\$7474	\$7,640	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Increase social-emotional support services provided to students.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

There is a need to provide students with services that promote social-emotional well-being and positive behavior. Many of our students have experienced trauma in their lives and are coping with considerable stress. Such factors and a history of negative encounters with school staff often affect their attendance and impair their motivation. Metrics used to identify need include analysis of stakeholder input, school attendance rates, chronic absentee rates, student suspension rates and other local measures such as California Healthy Kids data and the LCAP Student Survey results. Mindful that foster and homeless students are particularly affected by negative environmental circumstances, this goal also addresses how we will coordinate services for foster and homeless youth including working with Child Welfare Services to minimize changes in school placement, providing information to the Child Welfare Agency as appropriate, responding to requests from juvenile court and supporting efficient, expeditious transfer of appropriate records.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priorities 5, 6.  Student engagement and connectedness and	67% baseline 2016-17	Increase 3% over baseline	Increase 3% over baseline	Increase 3% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>positive behavior will improve as measured by the following:</p> <ul style="list-style-type: none"> <li>The average daily attendance rate for JCCS students will increase by 3% from the baseline.</li> </ul>				
<p>Priority 6.</p> <p>The suspension rate for JCCS students will decrease by 15% from the baseline.</p>	31% baseline 2016-17	Decrease 5% from baseline	Decrease 10% from baseline	Decrease 15% from baseline
<p>Priority 5.</p> <p>The chronic absence rate will decrease by 9% from the baseline.</p>	68% baseline 2016-17	Decrease 3% from baseline	Decrease 6% from baseline	Decrease 9% from baseline
<p>Priority 6.</p> <p>The percentage of students who on the most recent California Health Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there</p>	58% baseline 2014-15	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
will increase by 15% from the baseline.				
<p>Priority 6.</p> <p>The percentage of students who on the most recent CHKS report that they feel safe at school will increase by 15% from baseline.</p>	42% baseline 2014-15	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline
<p>Priority 6</p> <p>The percentage of students who on the most recent CHKS report that there is a teacher or adult who really cares about them will increase by 15% from baseline.</p>	52% baseline 2014-15	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline
<p>Priority 6.</p> <p>The percentage of students who on the most recent CHKS report that they feel like they are a part of their school will increase by 15% from baseline.</p>	23% baseline 2014-15	Increase 10% over baseline	Increase 10% over baseline	Increase by 15% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Priority 6.</p> <p>The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 15% from baseline.</p>	32% baseline 2016-17	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline
<p>Priority 6.</p> <p>The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally increases by 15% over baseline.</p>	45% baseline 2016-17	5% over baseline	10% over baseline	15% over baseline
<p>Priority 10.</p> <p>There will be a 15% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of foster youth</p>	There was a total of 8 training and professional development opportunities during the 2016/17 school year.	15% over baseline	15% over baseline	15% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>*Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools context. The Juvenile Court and Community Schools (JCCS) do not generate a dropout rate based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.</p> <p>**Note: The students referred to the JCCS have already been expelled or remanded to the Juvenile Detention Facility (JDF) program. They would not be expelled further; therefore, this metric is not applicable to the JCCS context.</p> <p>*** The High school graduation rate does not apply to Solano County Office of Education JCCS programs as the four year high school cohort graduation rate is not typically found to be applicable to COE</p>	N/A	N/A	N/A	N/A



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
schools and programs. A graduation rate model for Alternative Schools will be included in a different accountability system to be launched in the fall of 2018.				

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action  
Modified Action

Select from New, Modified, or Unchanged for 2019-20

## 2017-18 Actions/Services

- Provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support
- Formalize a schoolwide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed
- Formalize a home visit program implemented by the Student Support Specialist to support and follow-up with JCCS student attendance tracking system
- Strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School.
- Continue to provide professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
- Continue to develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles.
- Fully implement a School Attendance Review Board to

## 2018-19 Actions/Services

1. Provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support
2. Formalize a school wide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed: social-emotional learning instruction, group counseling, and individual counseling with a structured referral process.
3. Formalize a home visit program implemented by the Student Support Specialist and Probation to support and follow-up with GHCS student attendance tracking system
4. Improve our ability to increase attendance at the Community School by increasing our accuracy in tracking absenteeism and intervening in a more timely fashion. The Student Support Specialist will be tasked to regularly counsel students in this area and identify existing barriers. This is particularly important for low-income students and English learners who tend to have fewer resources to support their achievement when missing school.
5. Continue to provide professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
6. Intensify the implementation of a school wide Positive Behavior Intervention and

## 2019-20 Actions/Services

address student attendance and behavioral issues

- 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services part of the 3.15 FTE)
- Providing after school activities for students and families to include socializing activities, trainings, and receive input.

Supports system aligned with the Multi-Tiered System of Supports (MTSS) model with a focus on restorative justice principles as an alternative to suspension.

7. Continue to implement a School Attendance Review Board with relevant community partners to address student attendance and behavioral issues.

8. Offer a formal support forum to parents to include programs like Parent Project in collaboration with Probation and Solano County Behavioral Services, designed to support especially homeless, expelled, foster youth, and students with exceptional needs.

9. We will improve communication between the school and families by sending a monthly letter to parents, describing what students are working on, advertising events and meetings, and providing educational information in English and Spanish.

10.. Train teaching and support staff in mental health first aid.

11. Provide a structured after school program for students and families to include socializing activities, trainings, and opportunities for input on the services

12. 1.6 FTE to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services). the decrease in the number of Student Support Specialists funded through LCFF from 3.15 to 1.6 was due to a significant decrease in enrollment at JDF. Student Support Specialist are not included in our base program and are funded through LCFF to provide a variety of support

services including transition to school of origin case management, and counseling.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	4000-4999: Books And Supplies Included in Goal 2 – items in parenthesis included in Goal 2  (1 - \$267,461) (2 - \$103,385) (3 - \$900) (4 - \$10,088) (5 - \$38,489)	4000-4999: Books And Supplies Included in Goal 2 – items in parenthesis included in Goal 2  (1-\$135,870) (2-\$50,003) (3-\$200) (4-\$5,476) (5-\$19,021)  The reduction from 2017-18 is due to a significant decrease in enrollment at JDF.	
Amount	\$3,500	\$3,500	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	
Amount	\$504	\$497	
Source	Unrestricted General Fund	Unrestricted General Fund	
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$363,822

Percentage to Increase or Improve Services

5.89%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Our unduplicated student count for Golden Hills Community School is 72.5% with a program ADA of 26. The unduplicated count is 100% at JDF, with a program ADA of 41.5. In designing these services we responded to the input from stakeholders and to documented needs of our unduplicated students. While the remaining students will also receive many of the services developed for their unduplicated counterpart, increased and improved services included in this plan were designed primarily to meet the needs of our unduplicated students. Following is a discussion of increased and improved services by goal, describing services funded by our LCAP allocation, and services also supporting our goals, but funded outside of the LCAP allocation. These services are an integral part of our system of support and we feel that omitting them would only contribute to a partial picture of how we support our students.

Goal 1. The base staffing to support instruction for our programs includes a teacher and an instructional assistant in each classroom. In addition to the instructional services provided by teachers and instructional assistants, the following additional services are principally directed to and are effective in meeting this goal for unduplicated students:

Action/Services:

1. Professional development targeting effective instruction for English Learners and implementation of the Universal Design for Learning (UDL) model. UDL is a promising practice to address the range of skill levels we find among our students and is consistent with the Multi-Tier Systems of Support (MTSS) model that we are starting to implement to coordinate our interventions into a unifying reform effort. All these services were chosen to support the needs of our unduplicated students and will also benefit the rest of the student population at our court and community schools.
2. Implementation of California Common Core State Standards in English Language Arts, English Language Development, Math, and New Generation Science Standards (NGSS). This effort will be supported by professional development and monitored through systematic classroom observations (see Goal 1.3.). Unduplicated students are a particularly high risk for school failure and improving standard-based instruction will primarily benefit them.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

3. Instructional coaching support for teachers and administrator in the areas of instruction for English Learners and for the implementation of NGSS. While intensive coaching for ELD instruction has been provided during 2017-18 school year, coaching for the implementation of NGSS will increase.. We also plan to create opportunities for lab work beyond what has been provided through instructional technology. This service is primarily designed to improve student outcomes among English learners.
4. Support the development and implementation of project-based learning. During 2017-8 project-based learning has been primarily implemented through online platforms. We now want to provide more authentic learning experiences in this area with more intensive instructional coaching. We have dedicated space at Golden Hills Community School and we are negotiated with Probation to establish a suitable space at JDF. Improving the engaging potential of instruction was selected primarily with the needs of unduplicated students
5. Establish a makerspace at Golden Hills in collaboration with our CTE department. The classroom will be functional by the beginning of the 2018-19 school year and will support project-based learning for our students. This service is planned to increase student engagement and will benefit primarily our unduplicated students who have expressed an interest in more exciting and captivating instruction.
6. Improve the use of instructional technology and the use of Google apps for the classroom and extend the model to JDF students. During 2017-18 our students at Golden Hills were provided with individual tablets and teachers were trained on using Google apps for the classroom. As part of this service we will continue training teachers and extend the adoption of Google apps to the classes at JDF. Training for teachers will continue to be provided by MobileMind, an independent contractor. The use of Google apps has been well received by our students at Golden Hills and, when implemented appropriately, has increased engagement. An increased use of technology in the classroom will support primarily our unduplicated students who may have limited opportunities to work with technology applications that are consistent with career- and college-related skills.
7. Provide feedback on strategies implementation through walkthroughs involving teachers and administrators to deepen instruction and Common Core State Standards implementation and provide ongoing program evaluation. The more systematic use of observational data from the classroom will allow administrators and teachers to closely monitor the successful implementation of strategies that can particularly benefit our unduplicated students, included, but not limited to, structured English immersion, English language development instruction, and positive behavior interventions designed to defuse conflict and support problem resolution.
8. Increase use of Odysseyware online credit recovery during and after school hours. An after-school program was established in 2017-18 at Golden Hills. We want to improve this service to provide both increased opportunity for credit recovery and extra-curricular opportunities. The intensified use of Odysseyware was selected to primarily give unduplicated students more time to work on credit recovery and work toward graduation.

Additional staff supported by LCAP for Goal 1 include:

.4 FTE Program Manager for instructional support, UDL coaching, and unduplicated students' monitoring

Additional service providers supported by SCOE general fund:

.5 Instructional Technology Specialist to support project-based learning and Google apps implementation

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Makerspace funded through CTE resources
The Program manager will support instructional improvements by closely monitoring the progress of unduplicated students and support teachers working with them with evidence-based strategies.
Goal 2. Educational Transition- The goal of improving the educational transitions services to students continues to be priority due to the transient nature of the unduplicated student population served in our programs. Seven out of eight students in our programs for expelled and incarcerated students are from a low-income background. The transition back to their school of residence can be very difficult for them and this goal addresses the need to provide additional services to support them through the reentry and create a positive reception at the school of residence. This goal and its services were principally intended to increase services for unduplicated students in our programs. Services supporting this goal include:  Action/Services 1. <ol style="list-style-type: none"><li>1. Coordinate the review of the countywide plan for expelled students. The plan includes agreements among school districts on how to continue providing instructional services to students who have been expelled. Our Golden Hills program serves primarily expelled students and is part of the continuum of services included in the plan.</li><li>2. There will be monthly evening events held at JCCS schools to provide parents with information, solicit feedback on decisions, and to provide opportunities for socialization with staff. This service will provide increased outreach to families of unduplicated pupils and individual with exceptional needs to increase their participation. It will also be a platform for families of unduplicated students to find out about available resources at school and in the community.</li><li>3. Increase and formalize Educational Transition Planning Services that support the transition from Golden Hills Community School to develop stronger connections with the receiving schools. Transition services are well structured and consistently provided at JDF. At Golden Hills, they have been more informal. We want to improve them to provide the same level of services as that at JDF. The service is offered primarily with unduplicated students in mind to connect them with resources that they might have difficulties identifying and accessing.</li><li>4. Maintain the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from JDF School and are aligned with a student's individual learning plan and improve the services by tracking the number of days between release from JDF and enrollment in their home school for all students. Use June 2018 data as the baseline. This service will increase the likelihood that students leaving JDF will enroll at their school of residence without delays. The services is supporting entirely low-income students.</li><li>5. Fully implement and monitor a process and procedure whereby teachers and student support specialists meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate. This service allows for staff to understand the</li></ol>



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

academic and social-emotional progress of each student. This type of additional monitoring is supported by the Student Support Specialist, as case manager, and benefits primarily students from low-income families, foster students, and English learners who may need more intense interventions throughout the year.

#### Action /Services 2.

1. Increase membership in the Solano County Foster Youth Educational Planning Team as part of our coordination of services for foster youth.
2. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased coordination in the Solano County Foster Youth Educational Planning Team.
3. AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18. Outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam.
4. Increase trainings and technical assistance to districts and Child Welfare Services regarding foster youth.
5. Increase trainings and technical assistance to districts and Child Welfare Services on homeless youth and McKinney-Vento requirements.
6. 0.6 FTE of the student support specialist to support services for foster youth attending our school sites. This position is already funded under Action 1.

Additional staff supported by LCAP for Goal 2 Include:

1 FTE of the student support specialists to implement all activities related to identified actions and services at Golden Hills, including group counseling and transition services for unduplicated students.

.6 FTE Student Support Specialist to provide individual counseling and case manage foster and homeless youth

Additional service providers supported by SCOE general fund:

1 Student Support Specialist will be funded through Title I (.55 FTE) and through a contribution from Probation (.45) providing transition services at JDF. Social-emotional support at JDF is provided by Probation counselors. The reduction of the student support specialist compared to 2017-18 staffing is due to a sharply decreased enrollment in JDF.



Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 3. Career Readiness- The goal of ensuring each student is career and college ready continues to be a top priority and was selected primarily to support improved outcomes for unduplicated students in our programs. While all students will benefit from these services, unduplicated students are more likely to encounter barriers to developing job and college readiness skills. The following services will principally increase opportunities for unduplicated students::

1. Expand career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement.
2. Develop a construction pathway training for students at JDF and GHCS to provide them with specific trade skills. This will be provided in collaboration with Probation and our CTE department.
3. Continue to provide financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.
4. Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an online web-based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding.
5. Continue to expand "Success in the Workplace" themed instruction for students in the JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.
6. Increase Work-Ready Certification and Food Handler Certification training to include Golden Hills students.
7. Consult with CTE Department for staff training and increased opportunities for students and staff.

Additional staff supported by LCAP for Goal 3 include:

.8 FTE Vocational Specialist funded through LCAP to support teacher in providing CTE instruction

Additional service providers supported by other funds:

1 CTE instructor for the pathways. The new pathways are currently being planned and are funded by a partnership between SCOE and Probation.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 4. Social-Emotional Support- The goal of providing the social and emotional support to students is an area of focus as many of the youth we serve have experienced trauma, school failure, involvement in the juvenile justice system and other barriers to success in school and in the community. Our low-income, foster, and English learner students are greatly overrepresented in our programs for expelled and incarcerated students. Services connected to this goal are designed to support engagement and social-emotional wellness among our unduplicated students, although all students will benefit from them. Unduplicated students are more likely to have experienced trauma during their lives and these services will help them cope with it. The following services support Goal 4:

1. Provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support
2. Formalize a school-wide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed: social-emotional learning instruction, group counseling, and individual counseling with a structured referral process.
3. Formalize a home visit program implemented by the Student Support Specialist and Probation to support and follow-up with GHCS student attendance tracking system
4. Strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School.
5. Continue to provide professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
6. Intensify the implementation of a school-wide Positive Behavior Intervention and Supports system aligned with the Multi-Tiered System of Supports (MTSS) model with a focus on restorative justice principles as an alternative to suspension.
7. Continue to implement a School Attendance Review Board with relevant community partners to address student attendance and behavioral issues.
8. Offer a formal support forum to parents to include programs like Parent Project in collaboration with Probation and Solano County Behavioral Services, designed to support especially homeless, expelled, and foster youth.
9. Improve communication with families using a monthly letter in English and Spanish. This will particularly support the involvement of parents of unduplicated students as they may have fewer resources to reach out directly to the schools.
10. Train teaching and support staff in mental health first aid.
11. Provide a structured after school program for students and families to include socializing activities, trainings, and opportunities for input on the services

Additional staff supported by LCAP for Goal 4 include:

1.6 FTE SSSs discussed in Goal 2, funded through LCAP, will provide direct services and training in support of this goal.

Additional service providers supported by SCOE general fund:

.5 FTE Probation Officer to support attendance and positive behavior practices, funded through a partnership between SCOE and Probation.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$697,355	10.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As County Office of Education, our LCAP includes for the most part services provided to all our students. Our actual unduplicated student count ranges from 75.56 percent at Golden Hills Community School (GHCS), to 100 percent at Juvenile Detention Facility (JDF), to 100 percent at the Division of Unaccompanied Children (DUCS).

Most of following proposed services were selected to address while also addressing the needs of unduplicated students through improved instruction, reduced class size, and monitoring of instructional practices. Other actions and services were more specific to unduplicated students.

All students and unduplicated students:

- Develop a model for providing Juvenile Court and Community Schools (JCCS) students lab classes via the use of instructional technology. This will increase students’ technology skills, provide more engaging activities, and make individual differentiation easier. Increased use of technology will also increase the use of web-based tools for individual instruction in English Language Development.
- Develop a JCCS instructional program with the walkthrough, feedback, and monitoring system. Walkthroughs will evaluate the implementation of evidence-based strategies and the provision of language development instruction for English Learners.
- Continue to provide Odysseyware online credit recovery services to all students.
- Continue to provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit by adding 1 Full-time equivalent (FTE) Teacher + 0.714 Para-educator to the base program to implement all classroom activities and to increase our ability to serve all students, including additional support for unduplicated students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- Teachers will continue the implementation of California Common Core State Standards English Language Arts/English Language Development and Mathematics in the JCCS. Provide all JCCS staff, including teachers, paraprofessionals, and administrators, with professional development related to instructional practices addressing the standards
- Increase support for the implementation of Project-Based Learning which can be very effective with all students but especially relevant to support English Learners with a meaningful context for language development.

#### English Learners:

- Develop a system of identifying English Language Learners and create a schedule by which English Learners are closely followed to consider appropriate reclassification and to effectively monitor Redesignated Fluent English Proficient students.
- Review and/or improve the instructional delivery program for English Learners
- Increase coaching support for JCCS teachers with special emphasis on the instructional needs of English Learners.
- Add 0.6 FTE Program Manager to support coaching and other identified actions and services for English Learners.

#### Expelled Students

- Annually review and update the Countywide Plan for Expelled Students
- Increase Educational Transition Planning Services that support transition from Golden Hills Community School
- Develop a more structured case management plan of students transitioning from Community School
- Provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support
- Formalize a schoolwide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed
- Continue to provide professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
- Continue to develop and implement a school-wide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles.
- Increase our home visit program implemented by the Student Support Specialist to support and follow-up with JCCS student attendance tracking system
- Improve the student attendance and chronic absence monitoring and data tracking system for students at Community School.
- Fully implement a School Attendance Review Board to address student attendance and behavioral issues
- 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services for expelled students at Golden Hills Community School (part of the 3.15 FTE shared w/Goal #2 Transition Services)

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

#### Students in the Detention Facility

- Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from JDF School and are aligned with a student's individual learning plan
- Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.
- Continue to strengthen the intake process at the JDF School.
- Improve the tracking of number of days between release from JDF and enrollment in their home school. Accomplished by reprioritizing Student Support Specialists' tasks.
- 3.15 full time equivalent Student Support Specialists to implement all activities related to identified actions and services for expelled students and students in the Detention Facility. (Shared by Goals 2 and 4)

All students including unduplicated students:

Continue to expand career exploration instruction for students in JCCS programs including California Career Zone, Road Trip Nation, and Junior Achievement.

- Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.
- Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an online web-based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding.
- Continue to expand "Success in the Workplace" themed instruction for students in the Juvenile Court and Community Schools including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.
- 0.8 Full-time equivalent of the Vocational Specialist to implement all activities related to identified actions and services
- Increase collaboration with the CTE Department for staff training and increased opportunities for students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

We will increase support to Foster Youth in Solano County by:

- Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team.
- AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18) outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam.
- Increase trainings and technical assistance to districts and Child Welfare Services.
- 3.15 full-time equivalent Student Support Specialists to implement all activities related to identified actions and services for expelled students and students in the Detention Facility. (Shared by Goals 2 and 4), part of which was dedicated to the support of foster, homeless, and low-income students in our care.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with



the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;



**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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