LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solano County Office of Education

CDS Code: 48104886089668

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Victor Romualdi, Associate Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
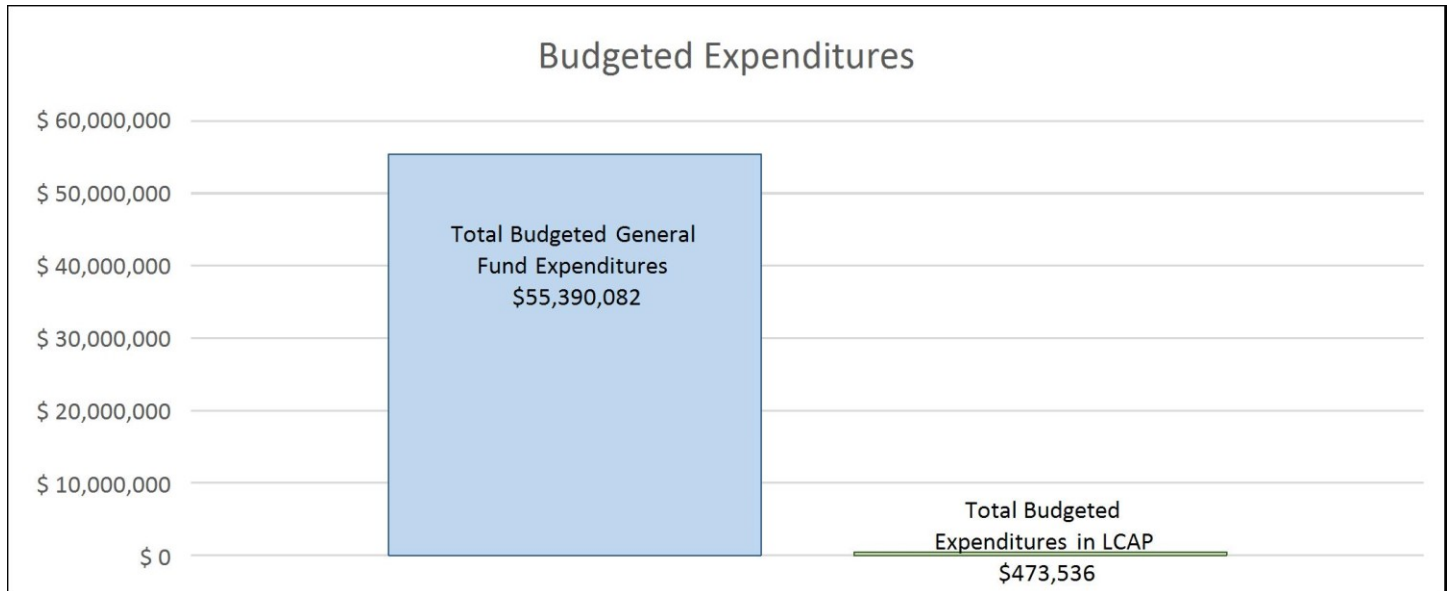
Budget Overview for the 2019-20 LCAP Year
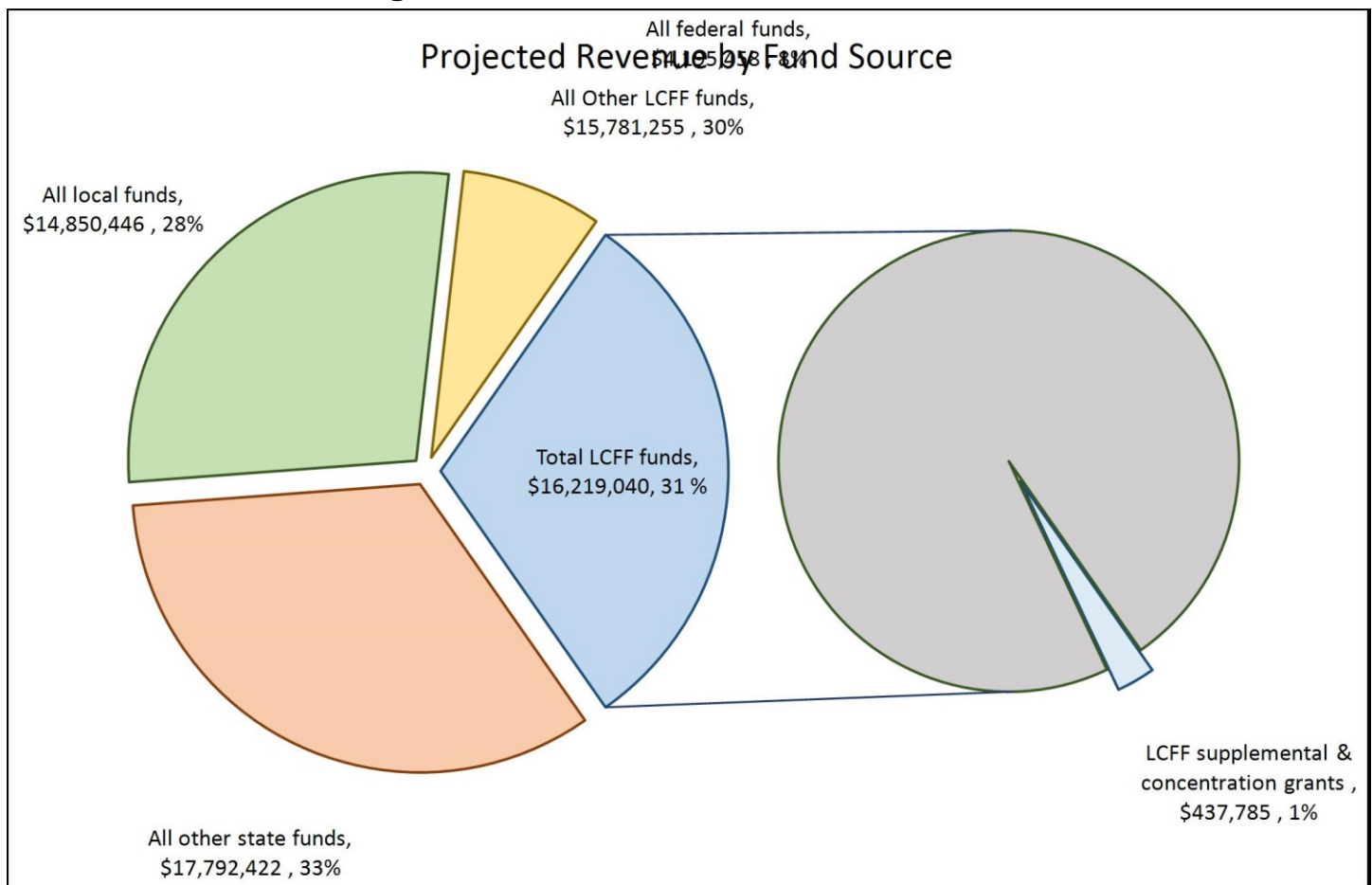
This chart shows the total general purpose revenue Solano County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Solano County Office of Education is $53,057,366, of which $16,219,040 is Local Control Funding Formula (LCFF), $17,792,422 is other state funds, $14,850,446 is local funds, and $4,195,458 is federal funds. Of the $16,219,040 in LCFF Funds, $437,785 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$55,390,082

Total Budgeted Expenditures in LCAP
$473,536

This chart provides a quick summary of how much Solano County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Solano County Office of Education plans to spend $55,390,082 for the 2019-20 school year. Of that amount, $473,536 is tied to actions/services in the LCAP and $54,916,546 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to operating alternative education programs, 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.
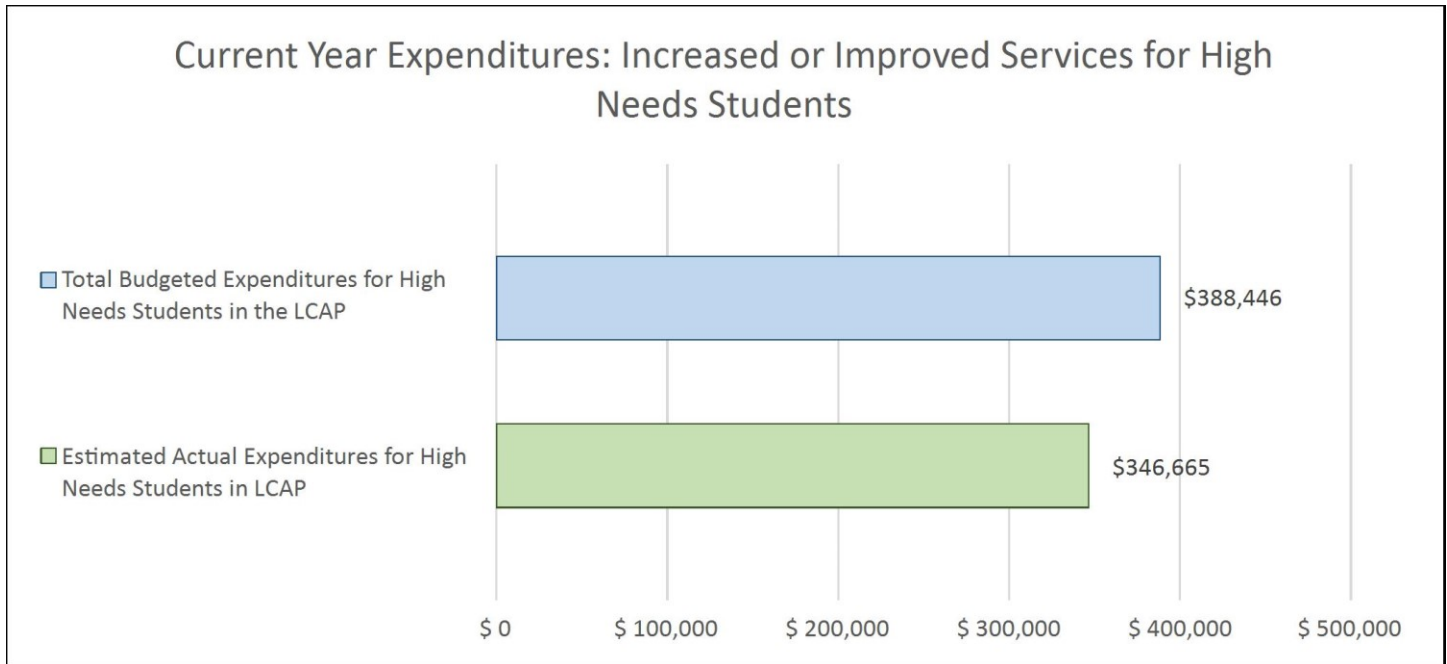· Coordination among the Student Services departments for all our districts to support attendance, reduce absenteeism, and implement effective policies.
· Fiscal oversight of the County's six school district budgets representing over $439 million in operating revenues (general fund dollars).

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Solano County Office of Education is projecting it will receive $437,785 based on the enrollment of foster youth, English learner, and low-income students. Solano County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Solano County Office of Education plans to spend $473,536 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$388,446
☐ Estimated Actual Expenditures for High Needs Students in LCAP	$346,665

This chart compares what Solano County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Solano County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Solano County Office of Education's LCAP budgeted $388,446 for planned actions to increase or improve services for high needs students. Solano County Office of Education estimates that it will actually spend $346,665 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-41,781 had the following impact on Solano County Office of Education's ability to increase or improve services for high needs students: Reduced assigned personnel in the area of prevention and individual counseling (Goal 2 & 4), to align with needs of program (less services needed than were allocated).

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)

California School Dashboard: 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	Contact Name and Title	Email and Phone
Solano County Office of Education	Victor Romualdi Associate Superintendent	vromualdi@solanocoe.net (707) 399-4432

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.

GHCS serves students who have been expelled or have been placed by the Solano County Probation Department (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 (FSUSD) and stay for a period averaging one semester to a year. During the 2018-19 school year, we have been operating one classroom. We served a cumulative total of 46 students with an average enrollment of about 18 students in the traditional classroom. 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 2018-19, the distance learning program has served a total of 63 students with an average enrollment of 30 students. Currently, the student population at GHCS includes 36% African American, 42% Latinos, 15% White, 7% Two Races. During the current school year, the program has served six English Learners (ELs). 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 the Western Association of

Schools and Colleges (WASC) accreditation four years ago and went through its mid-cycle review during 2017-18 school year. 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 ELL students by employing a student support specialist (SSS). The SSS works with students' emotional learning, anger management, and re-entry plans. 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 at the JDF has dramatically decreased in the last two years. In 2016-17, we had a cumulative total of 327 students. In 2017-18, we served 171 students and in 2018-19 we have served a total of 189 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 in very small class sizes. During 2018-19 we have served three pods. The average overall enrollment is approximately 30 students. The students' population includes 22% African American, 47% Latino, 25% White students, and 6% more than one race. About 3% of the students are English Learners. 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. The JDF program is also WASC accredited and, after successfully completing the mid-cycle visit in 2018-19, received a renewed accreditation for six years. At JDF, 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 2019-20, we are planning to have three classrooms at JDF. We will have one traditional classroom and a distance learning program at Golden Hills. In addition, we will be opening a community classroom in partnership with the Vacaville Unified School District.

We have worked on making our program rich with college and career readiness services. Students at JDF are able to use dual enrollment and take college classes online and face-to-face. All our classrooms are visited by college counselors supporting students in their college planning and showing them how to fund a college education. Work-Ready! certification and Safe Food Handler certification are offered at both of our sites. This year we have worked in partnership with Probation to set up an Introduction to the Construction Trades course. The course will be offered at both JDF and GHCS. JDF students released before finishing the course have the option to complete the course at GHCS. Regular lessons will start with the 2019-20 school year.

To provide services to our students we have relied on partnerships with other agencies including Fairfield-Suisun Unified School District, Vacaville Unified School District, Solano County Probation Department, and Solano Community College.

In addition to operating alternative education programs, 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 five goals in the areas of academic achievement, educational transition, career readiness, social-emotional support, and coordination of countywide services for the homeless.

Goal 1. Academic Achievement- The goal of improved academic achievement includes a primary focus on sharpening our implementation of the State Standards as well as increasing Project-Based Learning (PBL) opportunities and instructional technology for students. It also includes an emphasis on English Language Development (ELD) for our English Learners (ELs). Annual measurable outcomes include standardized assessments, formative assessments, parent and student perceptions of the school's effectiveness in providing academic support, ELs' progress, program evaluation through classroom walkthroughs, and credit recovery data.
Goal 1 addresses the following State Priorities:
1. Basic Condition of Learning
2. State Standards
4. Pupil Achievement
7. Course Access
8. Oher Pupil Outcomes
The following services will support Goal 1:
Actions:
Implementation of the California State Standards for English language arts (ELA), ELD, math, and science
Instructional coaching support for teachers and administrator
Full implementation of Google apps for the classroom supported by an instructional technology specialist at both sites
Implementation of PBL in connection to the existing makerspace lab
Providing feedback on strategies implementation through walkthrough involving teachers and administrators
Odysseyware online credit recovery
Coaching for English learner students' instruction and implementation of a newly-revised plan for the identification of English learners and for their re-designation
Goal 1 services will be supported in part by .25% FTE instructional technology specialist funded by SCOE and a .50% FTE administrator funded through LCAP.

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 the student population served in our programs. 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 (ILPs), 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.

Goal 2 addresses the following State Priorities:

3. Parental Involvement
5. Pupil Engagement
9. Expelled Pupils

The following services will support Goal 2:

Actions:

Transition services provided by a student support specialist (SSS)

Review of the countywide plan for expelled students

Themed events to attract families and provide them with information about services, opportunities to participate in governance and strengthen connections with teachers.

Revision of transition services to improve effectiveness in partnership with receiving schools

Regular meetings between SSSs and students to review progress

To support these services, the LCAP proposes the funding of 1.0 FTE student support specialist and 0.15 FTE of a student wellness specialist. 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 (CTE), 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. With a new Introduction to the Construction Trades course being offered, we will also measure the number of students who complete it.

Goal 3 addresses the following State Priorities:

8. Other Pupil Outcomes

The following services will support the goal:

Continue to provide career technical education and financial literacy instruction to all students

Update our work-ready certification program to meet the requirements of the College/Career Indicator

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

Offer opportunities for work-based learning

These services will be in part supported by a 0.8 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 the community. Students are provided direct emotional learning 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 on how to identify and support youth who have experienced trauma. JCCS 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 absenteeism rate, student perceptions regarding attention from staff, feeling safe at school, feeling a sense of belonging at school, and receiving appropriate social-emotional support. Goal 4 addresses the following State Priorities:

5. Pupil Engagement
6. School Climate

The following services support Goal 4:

Trauma-informed care counseling

Continuing professional development in trauma-informed care and restorative practices

Monitor attendance and work with Probation to conduct home visits

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. Also, LCAP funds will support the professional development for trauma-informed care.

Goal 5. Close achievement gap for foster and homeless youth. This identified need was developed through a multi-phase process which included stakeholder feedback during the January 2019 Foster Youth Educational Planning Team LCAP meeting, the collaborative feedback process of the district administrators in the development of the Solano County Plan for Homeless Youth, and the needs analysis completed with the Foster Youth Educational Planning Team to guide the development of the Foster Youth Services Coordinating Program. Outcome measures for this goal include increased services provide by SCOE's student wellness specialists, increased membership in the Solano County Foster Youth Educational Planning Team, and an increase in the number of trainings and technical assistance for foster and homeless youth liaisons, and partner agencies. As part of this goal, foster youth identification and database coding will be streamlined.

Goal 5 will address the following State Priorities:

10. Foster Youth

Actions for the goal will include Increasing the number of services provided by SCOE student wellness specialist who is co-located at Child Welfare Services. Services include but are not limited to the records request, providing school supplies, facilitation between districts and Child Welfare Services, and technical support. From July 1, 2018, through March 2019, there were 149 services provided by the co-located SCOE student wellness specialist.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 relative improvement among our students including reading and math skills as measured by the Renaissance program. The average daily attendance increased significantly. The suspension rate also decreased significantly and is one piece of evidence showing a shift in discipline strategies that still need support and development. In the CTE programs all students participated in career exploration activities using the California Career Zone, Road Trip Nation, and the Career Choices curriculum. All students in the JDF Challenge Program earned the Work-Ready and Food Handler Certifications. 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. The percentage of eligible students who received transition services reached 100%. 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. With 100% of our students in the detention facility being unduplicated and about 73% of the students at the community program, we are confident that all these actions and successes have directly improved the circumstances for students from low-income families, foster youth, and English learners as they benefit from increased attendance, fewer suspensions and continued career readiness instruction.

We plan to maintain or build upon these successes by offering the same or intensified level of services in all areas. The student support specialists will continue to support students' transitions from 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 a new construction pathway at both our sites.

Referring to the California School Dashboard, 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

Academic Achievement.
Although many of our students perform better on the Renaissance assessment, the large majority of our students score in the "Standard Not Met" category for both English language arts and mathematics, indicating an ongoing need for improvement in these areas. The inconsistency in results may be due to differences in the level of rigor or in how close to classroom instruction each assessment is. Nevertheless, our students' difficulties on the California Assessment of Student Performance and Progress (CAASPP) need to be addressed. Our plan includes services to improve instruction and better support student achievement including professional development in Universal Design for Learning (UDL), coaching on working with English Learners (ELs) 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.

English Language Learner Progress
Almost 90 percent of our ELs demonstrated skills at level 1 (Beginning Stage) on the English Language Proficiency Assessments for California (ELPAC) exams. In looking at their profile, all of them have been in schools in the United States for more than six years indicating that they are long-term ELs. As part of a Federal Progress Monitoring process, we have redesigned our instructional approach to supporting ELs. Some of the changes include offering ELD instruction integrated with the subject matter and scheduled at designated times. Our consultant will work with our teachers training them on evidence-based practices like explicit language instruction, creating a language-rich environment, language-based study, meta-cognitive skills, and emphasis on writing.

Suspension Rate.
While it decreased in 2018-19, the number of suspensions at GHCS still indicates a need to intensify behavioral interventions to minimize the occurrence of incidents and rely on an alternative to suspensions. 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.

Parent Participation
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 school-based trainings (e.g. Parent Project), workshops, and supporting parents' role in governance. We will continue to conduct frequent home visits to address parents' concerns and regularly inform them of what students are working on via a newsletter in English and Spanish.

Career Readiness
Based on results from surveys our career readiness offerings, and especially the work ready certification program need to be updated. We will work with our Workforce Development department to guide the process for a revision. Also, a new vocational specialist who specializes in finding opportunities for work-based learning will be working with our students starting 2019-20. With real options for employment through the school program, students may also have a greater incentive to attend. We have established an Introduction to the Construction Trades course taught at both sites in partnership with Probation.

Attendance
While we have increased our attendance rate, our chronic absenteeism rate is still very high. 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. We will continue to closely monitor each student's attendance, involve the family, try to address underlying issues, and conduct home visits with our probation officer. We think that we need to increase the incentives for attending school. We are developing a more structured system of rewards for students to motivate them.

Referring to the California School Dashboard, 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 students form a homogeneous group in terms of their academic performance. A gap analysis within our programs would not yield significant differences among our students. For this reason, we are repeating here the identification of major needs as these are guiding our actions.

Academic Achievement
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 (UDL), coaching on working with English Learners (ELs) 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.

English Learner Progress
Almost 90 percent of our ELs demonstrated skills at level 1 (Beginning Stage) on the English Language Proficiency Assessments for California (ELPAC) exams. In looking at their profile, all of them have been in schools in the United States for more than six years indicating that they are long-term English learners. As part of a Federal Progress Monitoring process, we have redesigned our instructional approach to supporting ELs. Some of the changes include offering English language development (ELD) instruction integrated with the subject matter and scheduled at designated times. Our consultant will work with our teachers training them on evidence-based practices like explicit language instruction, creating a language-rich environment, language-based study, meta-cognitive skills, and emphasis on writing.

Suspension Rate
While it decreased in 2018-19, the number of suspensions at Golden Hills Community School (GHCS) still indicates a need to intensify behavioral interventions to minimize the occurrence of incidents and rely on an alternative to suspensions. Our site will continue coaching on implementing the Positive Behavioral Intervention and Supports (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.

Career Readiness
Based on results from surveys our career readiness offerings, and especially the work ready certification program need to be updated. We will work with our Workforce Development department to guide the process for a revision. Also, a new vocational specialist who specializes in finding opportunities for work-based learning will be working with our students starting 2019-20. With real options for employment through the school program, students may also have a greater incentive to attend. We have established an Introduction to the Construction Trades course taught at both sites in partnership with Solano County Probation. Poor results on the Smarter Balanced Assessment Consortium (SBAC) exams affect our College/Career indicator. As work-ready certification becomes adopted into the calculation our efforts in this area may show improvement. We will continue working

with Solano Community College for dual enrollment, online classes, and face-to-face classes at the detention facility in the summer.

Attendance
While we have increased our attendance rate, our chronic absenteeism rate is still very high. 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. We will continue to closely monitor each student's attendance, involve the family, and try to address underlying issues. We think that we need to increase the incentives for attending school. We are developing a more structured system of rewards for students to motivate them.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None of the JCCS schools is eligible for comprehensive support and improvement. Our programs are designated as General Assistance.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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
Metric/Indicator Priority 2. Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS) **18-19** 100% **Baseline** 100%	Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS) was at 100%. Goal met
Metric/Indicator Priority 4. SBAC ELA (CAASPP) assessments	2017 - 2018 SBAC ELA (CAASPP) assessment results: 4.4% of students met or exceeded the standard Goal not met.

Expected	Actual
18-19 5% over baseline **Baseline** 6% based on 2015/16	
Metric/Indicator Priority 4. SBAC Math (CAASPP) assessments **18-19** 6% over baseline **Baseline** 4% based on 2015/16	2017 - 2018 SBAC Math (CAASPP) assessment results: 0.0% of students met or exceeded the standard Goal not met
Metric/Indicator Priority 8. Odysseyware credits earned **Baseline** 37 credits average in 2016-17	In 2017 - 2018, 35 Distance Learning students in grades 9 through 12 earned a total of 273.5 credits in 119 Odysseyware courses. The average was 8 credits per student. For the first three quarters of 2018 - 2019, 32 Distance Learning students in grades 9 through 12 earned a total of 825.5 credits in 224 Odysseyware courses. The average through the first three quarters is 26 credits per student. Students are projected to earn an average of 35 credits each on Odysseyware. Goal not met
Metric/Indicator Priority 8. Renaissance Learning- STAR Reading Assessment grade equivalent growth **18-19** 7% over baseline **Baseline** 20% 2016/17 data	44% of students who stayed 90 days or more in the program and have pre- and post-test results have a grade equivalent growth of +0.5 and above. Goal met
Metric/Indicator Priority 8. Renaissance Learning- STAR Reading Assessment scaled scores	44% of students who stayed 90 days or more in the program and have pre- and post-test results have scaled scores of 50 points or more. Goal met

Expected	Actual
18-19 7% over baseline **Baseline** 21% based on 2016/17 data	
Metric/Indicator Priority 8. Renaissance Learning- STAR Math Assessment grade point equivalent **18-19** 4% over baseline **Baseline** 18% based on 2015/16	33% of students who stayed 90 days or more in the program and have pre- and post-test results have a grade equivalent growth of +0.5 and above in math. Goal met
Metric/Indicator Priority 8. Renaissance Learning- STAR Math Assessment scaled score **18-19** 2% over baseline **Baseline** 14% based on 2015/16	47% of students who stayed 90 days or more in the program and have pre- and post-test results have scaled scores of 50 points or more in math. Goal met
Metric/Indicator 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. **18-19** 10% over baseline **Baseline** 58% based on 2016/17	As of the end of the third quarter, 41% of parents indicated agree or strongly agree with the statement, " My student receives extra help when he/she is struggling academically." Goal not met
Metric/Indicator Priority 8.	As of the end of the third quarter, 46% of students indicated agree or strongly agree with the statement, "I receive extra help when I am struggling academically." Goal not met

Expected	Actual
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 each year **18-19** 10% over baseline **Baseline** 72% based on 2016/17	
Metric/Indicator Priority 1 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. **18-19** 100% **Baseline** 100%	All teachers are appropriately assigned and fully credentialed. Goal met.
Metric/Indicator Priority 4 The percentage of English Learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) will increase by 2% over baseline each year. **18-19** 4% over baseline **Baseline** New baseline being established in 2017-18	Baseline for 2017-18 is 4%. 2018-19 ELPAC testing is currently underway.
Metric/Indicator Priority 4.	In 2017-18, the English Learner Reclassification Rate is 0%. Goal not met.

Expected	Actual
English Learners reclassification rate **18-19** 10% over baseline **Baseline** 2016/17 Baseline is 0%	
Metric/Indicator 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. **18-19** 100% **Baseline** 100% of all JCCS staff have received professional development related to the ongoing instructional program improvement based on 2016/17 data.	In 2018 - 19 All JCCS staff members have received training in English Language Development, Mathematics, ELA, and technology. Goal met.
Metric/Indicator Priority 7. Implement Project-Based Learning (PBL) activities in all JCCS programs. **18-19** Students will complete 3 PBL projects per school year. **Baseline** Students will complete 1 PBL project during the 2017/18 school year.	Students have completed four projects this year and they have been using the new makerspace lab. Goal met.
Metric/Indicator Priority 7. JCCS students will participate in virtual lab classes via the use of instructional technology. **18-19** Students will complete 2 virtual lab activities each semester.	Students completed one virtual lab activity online during the first semester. Goal not Met

Expected	Actual
Baseline Students will complete 1 virtual lab activity during the 2017/18 school year.	
Metric/Indicator Priorities 2, 4, 7. 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. **18-19** Maintain at 20 over baseline **Baseline** Baseline is 36 total walk through activities during the 2016/17 school year.	21 total classroom walkthrough activities have been conducted. 12 walkthrough activities were done during the third quarter using the newly developed walkthrough observation tool. Goal was written based on two classes at Golden Hills and one class at DUCS. With the reduction to one class at Golden Hills and the elimination of the DUCS program, the ratio of walkthroughs completed satisfies this indicator. Goal met
Metric/Indicator Priority 7. 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 students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system. **18-19** 100% **Baseline** 100%	The JCCS program provided a broad course of study including all subject areas described in Education Code 51210 and 51220 to all students including unduplicated students. Goal met
Metric/Indicator Priority 7. 100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement **18-19** 100% **Baseline** 100%	100% of all students explored career options using California Career Zone, Road Trip Nation and Junior Achievement Goal met

Expected	Actual
Metric/Indicator Priority 7. Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by grades. **18-19** 100% **Baseline** Not included in 2016-17	Students with exceptional needs had access to general education classes with appropriate services from an Educational Specialist to support their success Goal met
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 rated 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 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 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.	*Note: Academic Performance Index data is no longer available in the current year as it has been suspended. Priority 5d 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 rated based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year. Priorty 4f 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. Priority 4c 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.Our students have received work ready certification when in our programs for the necessary length of time. ***** The Early Assessment Program results re embedded in the SBAC results for 11th grade ELA and Mathematics.

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
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 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.	1. Provided all JCCS staff, including teachers, paraprofessionals, and administrators, professional development 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. JCCS staff participated in professional development activities aimed at improving the implementation 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. 3. SCOE experts have started providing coaching during the second semester to support	1000-1999: Certificated Personnel Salaries Unrestricted General Fund $42,049 One para-educator at JDF no longer needed due to decline in enrollment $ N/A 3000-3999: Employee Benefits Unrestricted General Fund $16,417 4000-4999: Books And Supplies Unrestricted General Fund $1,350 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $18,885 5700-5799: Transfers Of Direct Costs Unrestricted General Fund $1,169 7000-7439: Other Outgo Unrestricted General Fund $7,931	1000-1999: Certificated Personnel Salaries Unrestricted General Fund 43,110 N/A 3000-3999: Employee Benefits Unrestricted General Fund 16,744 4000-4999: Books And Supplies Unrestricted General Fund 2,021 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund 15,561 5700-5799: Transfers Of Direct Costs Unrestricted General Fund 1,197 7000-7439: Other Outgo Unrestricted General Fund 6,062

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

working with English Learners in implementing content and language development standards.

4. The makerspace at Golden Hills is fully equipped and being used for Project Based Learning (PBL). Solano Community College works with staff on implementing Project-Based lessons and activities.

5. Improved instruction and student engagement by utilizing the makerspace. The classroom was functional by the Spring semester of the 2018-19 school year.

6. All students at Golden Hills have GSuite accounts. The staff receive training from our online provider MobileMind.

7. SCOE has developed a new walkthrough tool with consultation with our new ELA and Mathematics Program Managers. The new tool has an increased focus on the needs of English Learners and the degree to which classroom teachers are implementing effective strategies.

8. Students in all JCCS programs use Odysessyware for both credit recovery and original credit. Twenty-six students have earned their diploma though a combination of Odysseyware and in-class instruction during 2018-19.

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

9. SCOE has updated the English Learner Master Plan to improve services to English Learners and services to students re-designated as fluent.

10. As a result of Federal Program Monitoring, (FPM), SCOE continues to work towards strengthening the instructional delivery and monitoring systems for English Language Development (ELD) instruction.

11. SCOE maintained 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.

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.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Please see Section 1.	The Program Manager position has been reduced to 0.4 due to declining enrollment and is now funded entirely under Action 1. N/A	
		N/A	
		N/A	
		N/A	

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.

Our teachers have continued the implementation of the California State Standards. The professional development our staff has received has targeted standard-based instruction in English language arts, English language development, and math. Professional development targeting Universal Design for Learning (UDL) has also been provided. Odysseyware has been used by all students.

Chromebooks have been introduced and fully supported with Google apps at the community program. We are now moving implementation to the JDF program in collaboration with Probation.The new makerspace lab has created great opportunities for project-based learning since it was functional during the second semester. Coaching support specifically targeting strategies to work effectively with English learners did not start until the second semester. ELD instruction was provided but only in an integrated way with subject matter instruction. After consultation with our Federal Program Monitoring team we added a designated time for ELD instruction in addition to the integrated approach. The 0.4 FTE program manager coordinated professional development and connection for foster and homeless youth. She supported teachers directly through coaching regarding students from low-income families.

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

Professional development has supported positive student outcomes on the Renaissance formative assessment measures. Our actions combined have also supported graduation for
26 students. Training and adoption of technology have created opportunities that have supported student engagement and created opportunities for project-based learning. The makerspace lab's potential is just beginning to be explored. The training on UDL has not yielded the change in teacher behaviors that we expected. In our classroom we see substantial differentiation but not at the the systematic planning level. Our academic strategies continue to be inconsistent in raising student scores on the Smarter Balanced assessments. Credit recovery has not been as strong as expected but remains an area of priority for our program. Student and parent perception of the support available at school fell short of expectations raising the issue whether academic supports are sufficient.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The slight increases are due to cost increases.

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.

During 2018-19 we addressed several areas of professional development. We asked our teachers to rethink their standard-based instruction, change their ELD instruction, adopt Google apps for the classroom, and implement UDL strategies. In addition, separate trainings to support students' social-emotional well being were provided as we will discuss in Goal 4. Looking back we may have reached a level of professional development saturation and competing demands may have interfered with our teachers' ability to implement selected strategies. For 2019-20 we would like to maintain the same actions to give time to new professional knowledge to sink in and to better support our staff in implementing new strategies. In looking specifically at academic support when students encounter difficulties speaks directly to a stronger implementation of a well-developed UDL system. Instructional assistants are key to the provision of small group and individual instruction and we realize they need to be retrained to work effectively with students. The retraining will take place during the summer in three consecutive days before the start of the regular school year. In addition we are developing a new administrative position to oversee directly the curriculum and analyze our actions and data under an equity perspective.

Annual Update

LCAP Year Reviewed: **2018-19**

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 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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5. 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. **18-19** 12% over baseline **Baseline** 56% baseline 2016/17	As of the end of the third quarter, 39% of students indicated agree or strongly agree with the statement, "The school involves me in the development, review and ongoing monitoring of my Individual Learning Plan." Goal not met
Metric/Indicator Priority 4, 5.	As of the end of the third quarter, 59% of students indicated agree or strongly agree with the statement, "The school prepares me for a successful transition to my next milestone. (For example: Transition to high school or residence, college, workplace or other)"

Expected	Actual
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. **18-19** 12% over baseline **Baseline** 64% baseline 2016/17	Goal not met
Metric/Indicator Priority 3, 4, 5. 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 15% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for SCOE. **18-19** 12% over baseline **Baseline** 45 % baseline 2016/17	As of the end of the third quarter, 24% of parents indicated agree or strongly agree with the statement, "The school prepares my student for a successful transition to my next milestone. (For example: Transition to high school or residence, college, workplace or other)" Goal not met
Metric/Indicator Priority 3. 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. **18-19** 12% over baseline **Baseline** 52% baseline 2016/17	As of the end of the third quarter, 36% of parents indicated agree or strongly agree with the statement, "The school involves me in the development of my student's Individual Learning Plan." Goal not met
Metric/Indicator Priority 5. The percentage of students staying four or more days in JDF who are provided Transition Education Services will increase by 1% over baseline as	100% of students staying four or more days are provided transition education services. Goal met

Expected	Actual
measured by Student Support Specialists' logs. A successful transition will reduce absenteeism. **18-19** 1% Over baseline **Baseline** 98% baseline 2016/17	
Metric/Indicator Priority 5. Track number of days between release from JDF and enrollment in their home school for all students to reduce the number of absences. **18-19** TBD **Baseline** Baseline is being established in the 2017-18 school year	On average, the length of time between release from detention and enrollment back in their home/resident/alternative school is 4.7 days
Metric/Indicator Priority 3. 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. **18-19** 4 events **Baseline** 1 event held during the 2016/17 school year	JCCS has held three parent/family related events. A fourth event is scheduled for May 2019. Goal met.
Metric/Indicator Priority 9. The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies, will be used as a tool to update the new 3-year plan and providing coordination in this area. **18-19** The plan will be reviewed by June 2019	The Countywide Plan for Expelled Students was reviewed in 2017-18 and was reviewed again at the May 2019 Student Services meeting. Goal met.

Expected	Actual

Baseline
The plan was last reviewed in August 2016

Metric/Indicator
Priority 10.

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.

18-19
20% over baseline

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

As of April 2019, there have been 13 trainings provided to districts related to the coordination and support and services to foster students. SCOE has a Student Support Specialist that is co-located at Child Welfare Services. Some of the topics of the professional development included trauma, resiliency, and foster youth. Several of the trainings were in collaboration with Solano County Behavioral Health and addressed access to mental health support and services. The baseline was 8 trainings, and the total number of completed trainings was 13. There was a 62.5% change over baseline.
Goal met

Metric/Indicator
Priority 5.

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.

18-19
20% over baseline

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.

As of April 2019, there have been 13 trainings provided to districts related to the support of homeless youth. Some of the topics of the professional development related to the support of homeless youth which included trauma, resiliency, and training on McKinney- Vento Homeless Assistance Act. Topics also included homeless youth legislation such as AB 1806, transportation and immediate enrollment. The baseline was 8 trainings, and the total of completed trainings was 13.There was a 62.5% change over baseline.
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
1. Improve services to expelled students by conducting an annually review and 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	1. SCOE and its districts conducted an annual review and update of the Countywide Plan for Expelled Students during the May 2019 Student Services meeting. This is an aspect of our obligations as County Office under Priority 9. 2. There were evening events held at JCCS schools but it was not every month. Attendance at our School Site Councils increased and participating parents were able to feedback on practices, and exercise their governance role. Parents were able to socialize with the staff at the Juvenile Detention Facility at visiting time. Challenge students performed recitals on those occasions, to showcase their piano playing skills. 3. SCOE has worked on troubleshooting any problems with the receiving districts when students return to their school of residence and structure more consistently the process of transitioning from the community program. Student Support Specialists provide transition services at both the community program and the detention facility program. This service is not included in the base program and is partially funded through LCAP to facilitate students' reentry to their school of origin.	2000-2999: Classified Personnel Salaries Unrestricted General Fund $135,870 3000-3999: Employee Benefits Unrestricted General Fund $50,003 4000-4999: Books And Supplies Unrestricted General Fund $200 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $1,720 5700-5799: Transfers Of Direct Costs Unrestricted General Fund $3,756 7000-7439: Other Outgo Unrestricted General Fund $19,021	2000-2999: Classified Personnel Salaries Unrestricted General Fund $130,819 3000-3999: Employee Benefits Unrestricted General Fund $31,504 4000-4999: Books And Supplies Unrestricted General Fund $150 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $333 5700-5799: Transfers Of Direct Costs Unrestricted General Fund $3,246 7000-7439: Other Outgo Unrestricted General Fund $16,441

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

4. The Student Support Specialist has provided educational transition planning services to supports transition and follow-up case management of students leaving JDF. We started 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. We have also reviewed the transition process with our receiving districts and developed recommendations to improve the service.

5. Teachers and student support specialists have been meeting 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. We continued 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

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.

of origin. One additional Student Support Specialist was funded through Title I (.55 FTE) and through a contribution from Probation (.45).

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	We will increase the transition support to English Learners, foster, homeless, and expelled youth in Solano County through the following services: 1. During 2018/19, SCOE has worked diligently to update the contact information on the membership roster for the Solano County Foster Youth Planning Team. All members on the roster were contacted and requested to provide current contact information. During each meeting, participants were asked to provide recommendations for new participants. As of April 2019, 15	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. N/A	These cost for actions and services 1-6 is included as part of the Foster Youth staff's duties.
		N/A	
		N/A	
		N/A	
		N/A	
		N/A	

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.

new members were added to the roster, and there are 64 current members on the roster.

2. During 2018/19, SCOE contacted all members on the Solano County Foster Youth Planning Team to request updated contact information. SCOE included new members in the outreach and communication efforts. New members were added to the roster, and there are 64 current members on the roster. All members received minutes of the 5 scheduled meetings, and information on items relating to foster youth.

3. SB 172 is legislation that retroactively suspended the California High School Exit Exam requirement for graduation through 2017-18. AB 830 was passed and eliminated the high school exit exam as a condition for receiving a diploma. 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 is no longer necessary.

4. As of April 2019, there have been 13 trainings provided to districts related to the coordination and support and services to foster students. SCOE has a Student Support Specialist that is co-located at Child Welfare Services to support technical assistance. Child Welfare requests trainings as

needed. Some of the topics of the professional development that have been provided to districts included trauma, resiliency, and foster youth. Several of the trainings were in collaboration with Solano County Behavioral Health and addressed access to mental health support and services. The baseline for the number of trainings was 8, and the completed trainings for 2018/19 was 13. There was a 62.5% change over baseline.

5. As of April 2019, there have been 13 trainings provided to districts related to the support of homeless youth. Some of the topics of the professional development related to the support of homeless youth which included trauma, resiliency, and training on McKinney- Vento Homeless Assistance Act. Topics also included homeless youth legislation such as AB 1806, transportation and immediate enrollment. There was a 62.5% change over baseline.The baseline for the number of trainings was 8, and the completed trainings for 2018/19 was 13.

6. 0.6 FTE of the student support specialist to support these actions and services. This position is already funded under Action 1.

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.

This goal contained actions targeting students in SCOE JCCS programs and actions related to our county wide support and coordination for expelled students, foster and homeless youth. During 2018-19 there were evening events held at JCCS schools, but it was not every month, with overall increasing attendance at our School Site Councils. Events for parents were organized at different times of the day to match different schedules. Events were advertised with flyers through the students and via e-mail.

The provision of transition services is at the core of our model for JCCS programs. Systemic barriers to transition were addressed during our regularly scheduled Student Services meetings, attended by representatives from all our districts. The Student Support Specialists have case managed students' progress in completing their Individual Learning Plans (ILPs) and prepared district staff to the students' reentry. We started tracking the number of days between release from JDF and enrollment in the home school for all students. Teachers and student support specialists have been meeting with the student at least three times per year to review and revise the student's individual learning plan as appropriate.
Student Support Specialists were funded through our LCAP funds, Title I, and a contribution from Probation.

On a broader scope, SCOE worked on maintaining and expanding the roster for the Solano County Foster Youth Planning Team. Coordination included convening regular meetings , keeping and distributing minutes, and disseminating relevant information. Particularly important was the 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. SCOE provided numerous trainings to districts related to the coordination and support and services to foster students. SCOE continues to have a Student Support Specialist that is co-located at Child Welfare Services to provide technical assistance. Some of the topics of the professional development that have been provided to districts included trauma, resiliency, foster youth, and the implications of the McKinney- Vento Homeless Assistance Act.. Several of the trainings were in collaboration with Solano County Behavioral Health and addressed access to mental health support and services.

Through the Student Services network SCOE facilitated an annual review and update of the Countywide Plan for Expelled Students. This is an aspect of our obligations as County Office under Priority 9.

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

Our actions in the area of county-wide coordination have been very effective in facilitating networks, and distributing information. Our Foster/Homeless Youth department is frequently contacted by districts for clarification on requirements or for consultation on specific cases. Their collaboration with the Solano County Child Welfare Services and Behavior Health also confirm SCOE's reputation of getting things done and of competency.

In regard to our own programs we have seen some improvement in participation in governance among parents. This is a measure of effectiveness but we want to see a much stronger participation. Survey results regarding student and parent perceptions of some aspect of our programs were disappointing and did not meet expected levels indicating that more efforts are needed in bringing parents and staff together. Particularly significant is the low percentage of students who feel they are involved in the development of their Individual Learning Plans, which are extremely important to their success in our programs and beyond. Our baseline average of 9.5 days between release from JDF and entry in the school of residence appears excessive and will need to be addressed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences about Budgeted Expenditures and Estimated Actual Expenditures were 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.

This goal is an important one and needs to be kept unchanged in relation to students in our programs. A separate goal will be developed to capture the coordination work SCOE does for foster and homeless youth. The actions related to the Student Support Specialist will remain the same but we need to go through a retraining with them about working inclusively with students and parents. An analysis of the job of the Students Support Specialist involved with transitions out of JDF is necessary and has already started with input from our stakeholders. The baseline average of 9.5 days between release and enrollment in the school of residence appears excessive and it is our intention to decrease it significantly. In addition we will ask district representatives to be able to consult directly with the school's receiving staff, counselors in particular. Our planned action will specify this change in scope.

Annual Update

LCAP Year Reviewed: 2018-19

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
Metric/Indicator Priority 8. 100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement **18-19** Maintain 100% **Baseline** 100% baseline 2016-17	100% Goal Met
Metric/Indicator Priority 8. 100% of all students will participate in job shadow/industry speaker activities with local employers **18-19** Maintain 100% **Baseline**	32% of students participated in job shadow/industry speaker activities with local employers. Goal not met.

Expected	Actual
100% baseline 2016-17	
Metric/Indicator Priority 8. 100% of all students will participate in financial literacy workshops covering budgeting, credit, savings, and investments **18-19** Maintain 100% **Baseline** 100% baseline 2016-17	100% Goal Met
Metric/Indicator Priority 8. Increase the number of student testing for the California Food Handlers Certification in the Challenge program and at GHCS **18-19** Increase 4% over baseline **Baseline** 100% baseline 2016-17 at the Challenge program and 19% at GHCS	Goal met for Challenge Academy Goal not met for Golden Hills Community School
Metric/Indicator Priority 8. The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 9% as measured by the LCAP Student Survey from baseline **18-19** Increase 6% over baseline **Baseline** 56% baseline 2016-17	As of the end of the third quarter, 49% of students indicated agree or strongly agree with the statement, "The school effectively provides me with career readiness workshops." Goal not met
Metric/Indicator Priority 8.	As of the end of the third quarter, 41% of students indicated agree or strongly agree with the statement, "The career readiness workshops provided to me demonstrate a connection to real life." Goal not met

	Expected		Actual

Expected	Actual
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 **18-19** Increase 6% over baseline **Baseline** 37% baseline 2016-17	

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
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,	1. Career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement remained consistent. 2. The work-based learning specialist continued to provide financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments through weekly workshops and activities. 3. All students participated in "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an on-line web based program to learn and	1000-1999: Certificated Personnel Salaries Unrestricted General Fund $7,044 2000-2999: Classified Personnel Salaries Unrestricted General Fund $40,761 3000-3999: Employee Benefits Unrestricted General Fund $24,024 4000-4999: Books And Supplies Unrestricted General Fund $400 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $3,216 5700-5799: Transfers Of Direct Costs Unrestricted General Fund $1,493	1000-1999: Certificated Personnel Salaries Unrestricted General Fund $7,185 1000-1999: Certificated Personnel Salaries Unrestricted General Fund $41,338 3000-3999: Employee Benefits Unrestricted General Fund $23,763 4000-4999: Books And Supplies Unrestricted General Fund $400 5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $859 5700-5799: Transfers Of Direct Costs Unrestricted General Fund $1,446

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 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

practice keyboarding skills, basic computer concepts, Microsoft Word, and coding. All students at Golden Hills have Google Suite accounts and use technology daily. In the Innovation Lab, students are learning to program robots and design projects for 3D printing.

4. All students participate in "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. Additionally, students must complete digital literacy and cyber safety lessons prior to being issued their Google accounts.

5. Work-Ready Certification and Food Handler Certification training has remained 100% at the JDF Challenge Academy. Students at Golden Hills receive instruction on the WRC core skills, but have not earned official certification. Food Handlers certification at Golden Hills has not been offered.

6. Consultation with the SCOE College and Career Readiness Department is ongoing as a means of improving our capacity to provide career readiness and project-based instruction. Students attended trades fairs, field trips, had guest speakers, and attended a job fair at Solano Community College.

7000-7439: Other Outgo Unrestricted General Fund $7,640

7000-7439: Other Outgo Unrestricted General Fund $7,322

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.	7. A Vocational Specialist (0.8 FTE) and a Program Manager (0.06 FTE) have provided support for career related instruction.

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.

Career exploration instruction is provided to students in Juvenile Court and Community Schools (JCCS) programs. California Career Zone, Road Trip Nation, and Junior Achievement remained fully implemented. Students also received financial literacy instruction including budgeting, credit, and savings and investments through weekly workshops and activities. All students received "Preparing for the Workplace" themed and technology integrated instruction. "Preparing for the Workplace" themed instruction prepares students to meet deadlines, adapting to change, goal setting, digital citizenship, and internet safety. Work-Ready Certification (WRC) and Food Handler Certification training has remained 100% at the Challenge Academy. Students at Golden Hills receive instruction on the WRC core skills, but have not earned official certification. Food Handlers certification at Golden Hills has not occurred as of the end of the third quarter. Consultation with the SCOE College and College and Career Department is ongoing as a means of improving our capacity to provide career readiness and project-based instruction. Over one third of the students attended trades fairs, field trips, had guest speakers, and attended a job fair at Solano Community College. This was less than in the past but this year we have developed guidelines to determine which students are ready for less structured activities like field trips. The strictier guidelines are the results of behavior incident that occurred last year during such events.

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

The LCAP Student Survey, showed that 49% of the students have stated that they agree or strongly agree that school effectively provides them with career readiness workshops. As of the end of the third quarter, 41% of students indicated agree or strongly agree with the statement, "The career readiness workshops provided to me demonstrate a connection to real life."This represent an increase from last year but not enough to meet our expected level. One hundred percent of students in the JDF long-term program received Work-Ready! and Food Handler certification. Using students' perceptions as a measure of effectiveness we may conclude that our services were not entirely effective and are in need of review. Other areas of our program continue to show relevance and recognition from local business as in the case of the Work-Ready! certification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Slight differences between Budgeted Expenditures and Estimated Actual Expenditures were due to fluctuating costs.

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 readiness instruction is very relevant to our students and will continue to be one of our goals. The lower than expected measures of perception among our students may indicate the need to update our curriculum and the way we provide instruction. Also for students at Golden Hills, we will target actual employment in collaboration with our Workforce Development department. We have hired a new Vocational Specialist who has extensive experience and will work on providing students at Golden Hills work-based learning opportunities. We we also start at Golden Hills and JDF an Introduction to the Construction Trades course taught by CTE certified instructor. Probation will be bearing the cost of the instructor.

Annual Update

LCAP Year Reviewed: 2018-19

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 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priorities 5, 6. 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. **18-19** Increase 3% over baseline **Baseline** 67% baseline 2016-17	2017 - 2018 average daily attendance for community school students was 65.5% 2017 - 2018 average daily completion rate for distance learning students was 56.4% As of the end of the 2018 - 2019 third quarter, the average daily attendance for community school students was 79.2% As of the end of the 2018 - 2019 third quarter, the average daily completion rate for distance learning students was 70.5% Goal met
Metric/Indicator Priority 6. The suspension rate for JCCS students will decrease by 15% from the baseline.	As of the end of the third quarter, the suspension rate (# of students suspended divided by the total # of students enrolled) is 17.9% showing a decrease of 13.1 percentage points. Goal met

Expected	Actual
18-19 Decrease 10% from baseline **Baseline** 31% baseline 2016-17	
Metric/Indicator Priority 5. The chronic absence rate will decrease by 9% from the baseline. **18-19** Decrease 6% from baseline **Baseline** 68% baseline 2016-17	The chronic absenteeism rate as of the end of the third quarter is 66.3%. Goal not met
Metric/Indicator Priority 6. 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 15% from the baseline. **18-19** Increase 10% over baseline **Baseline** 58% baseline 2014-15	On the 2017-2018 CA Healthy Kids Survey, 83% of Golden Hills students and 73% of students at JDF reported "Very much true," "Pretty much true" or "A little true" to the following statement on the Caring Adult Relationships Scale: At my school, there is a teacher or some other adult who notices when I'm not there. Goal met
Metric/Indicator Priority 6. The percentage of students who on the most recent CHKS report that they feel safe at school will increase by school will increase by 15% from baseline. **18-19** Increase 10% over baseline **Baseline** 42% baseline 2014-15	On the 2017-2018 CA Healthy Kids Survey, 33% of students at Golden Hills and 35% of students at JDF reported "Strongly Agree" or "Agree" to the following statement on the School Disconnectedness Scale: I feel safe in my school. Goal not met

	Expected	Actual

<table>
<tr>
<td colspan="2" align="center">Expected</td>
<td align="center">Actual</td>
</tr>
</table>

Expected	Actual
Metric/Indicator Priority 6 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. **18-19** Increase 10% over baseline **Baseline** 52% baseline 2014-15	On the 2017-2018 CA Healthy Kids Survey, 75% of students at Golden Hills and 81% of students at JDF reported "Very much true," "Pretty much true" or "A little true" to the following statement on the Caring Adult Relationships Scale: At my school, there is a teacher or some other adult who really cares about me. Goal met
Metric/Indicator Priority 6. 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. **18-19** Increase 10% over baseline **Baseline** 23% baseline 2014-15	On the 2017-2018 CA Healthy Kids Survey, 53% of Golden Hills students and 30% of students at JDF reported "Strongly Agree" or "Agree" to the following statement on the School Disconnectedness Scale: I feel like I am part of this school. Goal met for Golden Hills
Metric/Indicator Priority 6. 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. **18-19** Increase 10% over baseline **Baseline** 32% baseline 2016-17	As of the end of the third quarter, 37% of students indicated agree or strongly agree with the statement, "The school provides me with extra help when I am struggling socially and emotionally." Goal not met
Metric/Indicator Priority 6. 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.	As of the end of the third quarter, 41% of parents indicated that they agree or strongly agree with the statement, "My student receives extra help he/she is struggling socially and emotionally." Goal not met

Expected	Actual

18-19
10% over baseline

Baseline
45% baseline 2016-17

| | As of April 2019, there have been 13 trainings provided to districts related to the support of foster youth. SCOE has a Student Support Specialist that is co-located at Child Welfare Services. Some of the topics of the professional development included trauma, resiliency, and foster youth. Several of the trainings were in collaboration with Solano County Behavioral Health and addressed access to mental health support and services. The baseline for the number of trainings was 8, and the completed trainings for 2018/19 was 13.There was a 62.5% change over baseline. |

Metric/Indicator
Priority 10.

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

As of April 2019, there have been 13 trainings provided to districts related to the support of foster youth. SCOE has a Student Support Specialist that is co-located at Child Welfare Services. Some of the topics of the professional development included trauma, resiliency, and foster youth. Several of the trainings were in collaboration with Solano County Behavioral Health and addressed access to mental health support and services. The baseline for the number of trainings was 8, and the completed trainings for 2018/19 was 13.There was a 62.5% change over baseline.
Goal met

18-19
15% over baseline

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

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 rated 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) program. They would not be expelled further; therefore, 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.

18-19
N/A

Baseline
N/A

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 rated 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) program. They would not be expelled further; therefore, this metric is not applicable to the JCCS context.

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 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.	1. Student Support Specialists and staff are adopting healing approaches in response the childhood trauma experienced by the youth served in JCCS 2. The continuum of support includes Student Support Specialist, Solano County Probation, school administrator, teaching staff, individual and group counseling, and parent support. Specific attention is given to homeless, foster, and youth impacted by the justice system. 3. As needed, the social-emotional support team visits homes of truant students and students with social, emotional or mental health needs. 4. JCCS has dramatically improved our ability to increase attendance at the Community School. We have an accurate absenteeism tracking system for both in-class and distance learning students. The goal remains to intervene in a timely fashion. The Student Support Specialist is tasked to regularly counsel students in this area and identify	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. 4000-4999: Books And Supplies Unrestricted General Fund $1,500	4000-4999: Books And Supplies Unrestricted General Fund $149
		5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $3,500	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund $0
		7000-7439: Other Outgo Unrestricted General Fund $497	7000-7439: Other Outgo Unrestricted General Fund $15

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, 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

existing barriers. This has been particularly important for low-income students and English learners who tend to have fewer resources to support their achievement when missing school.

5. All JCCS staff receive ongoing professional development related to Trauma-Informed Care and Support

6. JCCS schools have continued to implement and improve the 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. On site training, coaching, and direct services for students have been provided to introduce restorative practices principles.

7. The school holds team meetings with parents and refers students and families to SARB as needed.

8. JCCS works collaboratively with Solano County Probation and Child Welfare Services to connect students and families with appropriate and needed resources.

9. We were unable to send a monthly letter to parents. Events and information regarding activities was done through flyers as needed.

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.

10. Mental Health First Aid training is scheduled for June 10-12, 2019. The training is a trainer of trainer model (TOT) to support sustainability. JCCS staff will be included in the TOT.

11. The school has held parent engagement forums at Golden Hills and piano recitals at Evergreen Academy. This spring, the Golden Hills garden will be another opportunity for students to become involved after school. We did not provide a structured after-school program as our one classroom teacher experienced health problems and was unable to work for an extended day.

12. 1.6 Support Specialist FTE to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services). Student Support Specialist are not included in our base program and are partially funded through LCFF to provide a variety of support services including transition to school of origin case management, and counseling.

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.

Our actions in this area revolve around the position of Student Support Specialist (SSS) working individually and in small group with students to support emotional learning, anger management, and social skill development.   Student Support Specialists and staff are adopting a healing approaches in response the childhood trauma experienced by the youth served in JCCS. Support for students in this area also available Solano County Probation, and our Program and Student Support department. The social-emotional support team also visits homes of truant students and students with social, emotional or mental health needs. To improve attendance at the Community School we have have increased the accuracy of our absenteeism tracking system for both in-class and distance learning students. The goal remains to intervene in a timely fashion. The Student Support Specialist is tasked to regularly counsel students in this area and identify existing barriers. This has been particularly important for low-income students and English learners who tend to have fewer resources to support their achievement when missing school. Our JCCS staff has received ongoing professional development related to trauma-informed care and support and JCCS schools have continued to implement and improve the Positive Behavior Intervention and Supports system with a focus on restorative justice principles as an alternative to suspension. On site training, coaching, and direct services for students have been provided to introduce restorative practices principles. The school also holds team meetings with parents and refers students and families to SARB as needed. JCCS works collaboratively with Solano County Probation and Child Welfare Services to connect students and families with appropriate and resources. We were unable to send a monthly letter to parents. Events and information regarding activities was done through flyers as needed.
Mental Health First Aid training is scheduled for June 10-12, 2019. The training is a trainer of trainer model (TOT) to support sustainability. JCCS staff will be included in the TOT. The school has held parent engagement forums at Golden Hills and piano recitals at Evergreen Academy.

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

Daily attendance have increased although chronic absenteeism continues to be high. The suspension rate dropped significantly. The California Healthy Kids Survey (CHKS) yielded mostly positive results. On one hand the percentage of the of students who reported that they feel there is a teacher or adult who notices them when they are not there reached 83% while students who feel safe at school decrease from 42% to 39%.   Also the percentage of students who reported that there is a teacher or adult who really cares about them significantly increased over baseline. The percentage of students who reported that they feel like they are a part of their school increase to 53%. As of the end of the third quarter, 37% of students indicated agree or strongly agree with the statement, "The school provides me with extra help when I am struggling socially and emotionally", meeting the goal. We can conclude that there is evidence of effectiveness in many areas together with areas that showed a need to improve.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between Budgeted Expenditures and Estimated Actual Expenditures were due to more limited parent engagement activities than planned. This will be addressed in the new plan.

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 funding of the Student Support Specialist will continue as an essential element of our program. We need to increase our connections to students to increase their perceptions of belonging to the school. Also counseling services will be more structured to include Tier I and II provided by the Student Support Specialist and Tier III provided by a licensed MFT from the Program and Student Support department. All Student Support Specialist will be under clinical supervision of a newly hired clinical supervisor.

Stakeholder Engagement

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 2018. Ten stakeholder engagement meetings took place during the 2018-2019 school year. These 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), 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 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 Juvenile Court System
Solano County Department of Health and Social Services - Child Welfare Services
Solano County Probation Department
Solano County Public Defenders Office
Solano County HELP Program
Solano County Counsel
Solano County Resource Family Association

Local Education Agencies:
Benicia 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 Community College

Community Partners:
Travis Credit Union
Court Appointed Special Advocates of Solano County
Solano County Foster Parent Association
First Place for Youth - Independent Living Skills Program
Aldea Treatment
Foster Care Mary's Help
Mile High Group Home
Lilliput
Foster A Dream
Stahnke and Associates
Solano County Department of Health and Social Services – Mental Health Division
City of Vacaville
Solano Children's Network
John Burton Association
Club Stride

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 meetings.

The stakeholder engagement process was conducted from November 2018 to March 2019. Four 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 2018-19 LCAP. The quantitative data were presented in visual displays to make them easier to understand for 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, students, and Probation staff was 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.

The following meetings were held throughout the stakeholder engagement process:

Date/Time

November 6, 2018
1:15 PM - 2:15 PM   Golden Hills administrators, staff, students, and parent representatives

November 20, 2018
1:30 PM - 2:30 PM   JDF staff and administrators

December 5, 2018
1:00 PM - 2:00 PM   JDF administrators, staff, Probation staff, and students

December 12, 2018
2:00 pm – 3:00 pm   Golden Hills administrators and staff

January 17, 2019
1:15 PM - 2:15 PM   Parent Advisory Meeting

January 25, 2019
11:45 AM - 1:15 PM   Foster Youth Education Planning Team

March 18, 2019
3:30 PM – 4:30 PM   SCOE bargaining units representatives and SCOE staff

February 21, 2019
5:00 PM - 6:00 PM   Parent Advisory Meeting

February 28, 2019

9:00 AM - 11:00 AM   Business Economic Development Corporation Partners, CTE Advisory Meeting

May 2, 2019
6:00 PM - 7:00 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 17, 2019, and February 21, 2019 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 May 2, 2019. A draft of the LCAP was presented to the Board on May 8 and on June 12 for comments. The required public hearing took place at the regularly scheduled meeting of the County Board of Education on June 12, 2019, and the final approval was scheduled in conjunction with the final budget approval at the June 26, 2019, 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 a 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 are listed below.

Parents expressed the following concerns/priorities:
1. Transition to high school and stronger support at the receiving school.
2. Strengthen math and P.E. instruction
3. Job placement
4. College trips.
Staff identified the following priorities:

1. Additional support for students who are significantly below grade level
2. Increase communication with all receiving schools
3. Increase parent engagement
4. Increase career readiness
5. More professional development on trauma-informed care and mental health first aid

Students identified the following priorities;
1. More field trips
2. Job placements
3. Stronger support at the receiving school

School Site Councils
1. More training on how to work with English learners.

Following is a detailed discussion on how stakeholders' input shaped our plan.

The priorities identified by parents all align with existing action areas, but, as a result of their input, we were able to realize that our efforts needed to be intensified. The transition to the school of residence is discussed in our Goal 2. We have decided to bring the school administration and our staff together to reconfigure the services of our Student Support Specialist tasked with facilitating transitions. We have been aware that our math instruction needed strengthening and this year we worked with one of our coordinators to support our teachers. We have also worked with an outside consultant to provide coaching to our teachers. Consistent with the parents' request, we will continue to provide coaching to our teachers. Job placement aligns with our Goal 3. So far we have provided career readiness instruction, which has been effective in supporting students looking for employment. Consistent with the parents' recommendations and students' wishes we have changed our staffing and brought in a vocational specialist who has extensive experience with work-based learning and can help students get a job, in addition to preparing them with the necessary skills. This year we have not provided many field trips. We agree with parents and students that they should be a priority. As a result of that input, we will develop a schedule of field trips to colleges, science labs, and job sites. A new administrator who is coming on board will be tasked to organize and coordinate these events. Students who have earned furlough at JDF will be able to participate.

Staff recommended additional support for students who are struggling. We will address this need through different approaches. First, we will retrain our existing instructional assistant to work with students by providing scaffolding and acting as a resource. We are planning a three-day institute during the summer to accomplish that. In addition, we will provide structured after-school tutoring with credential teachers. We will also set up a process through which relevant staff will meet and discuss possible interventions for a struggling student. Finally, we will intensify our training in Universal Design for Learning (UDL) which is designed to address the needs of different skill levels from lesson planning to execution. The need to increase communication with receiving school will be addressed by developing more consistent agreements with receiving schools. Parent engagement has been somewhat of a challenge but we will provide theme-specific opportunities for families and students to come to the school. A workshop on transitions is one example of the events we intend to plan. We will also ask our administration and teaching staff to log their phone calls with parents to determine whether we are reaching all of them. Staff was also concerned about increasing career readiness. This is a concern that we intend to address vigorously as we explained above. Finally, the staff expressed an interest in additional training in

the areas of trauma-informed care and mental health first aid. Consistent with this recommendation, we included professional development in these areas to support our Goal 4.

These changes to our plan will also address the priorities identified by the students.

The School Site Council identified instruction for EL students as an area of need. We already have an action addressing EL instruction and we are planning to continue professional development that started this spring through next year.

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 items are consistent with parents' and students' interest in job placement. These elements are addressed in our actions and services for our Goal 2. We intensified our services in this area to provide more tangible options for students' employment. As part of this effort, we are also opening at both our sites an Introduction to the Construction Trades course in partnership with Probation.

Foster Youth Education Planning Team (FYEPT)

1. The FYEPT stakeholder group recommended increasing awareness of trauma and Commercially Sexually Exploited Children (CSEC). The recommendation was included in the LCAP and will be included in the 2019/20 professional development calendar.
2. CSEC Awareness/Services. SCOE hired a new clinical supervisor with expertise in this area. SCOE will be providing CSEC 101, as well as SCOE will be consulting with districts to address a continuum of care.
3. SCOE will include information on AB 167/216/1806 and include the Education Code in professional development.
4. SCOE has partnered with Child Welfare Services to develop an informal process to supports districts with CALPADS verification of 19 digit verification number for foster youth. The 19 digit code originates in the Child Welfare Services database CWS/CMS. The goal is to develop a formal process to obtain the 19 digit code to support CALPALDS verification.
5. SCOE will 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 the application process.

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 outcomes for 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 demonstrate academic skills 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 strengths in our programs, including the success of EL students and 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.	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS)				
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 Assessment scaled scores	21% based on 2016/17 data	5% over baseline	7% over baseline	9% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 will increase by 5% over baseline each year	72% based on 2016/17	5% over baseline	10% over baseline	15% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 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.	100%	100%	100%	100%
Priority 4 The percentage of English Learners who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) will increase by 2% over baseline each year.	New baseline being established in 2017-18	2% over baseline	4% over baseline	6% over baseline
Priority 4.	2016/17 Baseline is 0%	10% over baseline	10% over baseline	10% over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Learners reclassification rate				
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 classes via the use of instructional technology.	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
Priorities 2, 4, 7. Modify walkthrough tool to to yield implementation percentage for each targeted EL strategy EL	Baseline implementation percentages to be established.	TBD	TBD	TBD
Priority 7. 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 students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.	100%	100%	100%	100%
Priority 7. 100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement	100%	100%	100%	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 7. Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.	Not included in 2016-17	Baseline 100%	100%	100%
English learners will have access to the state standards and to ELD standards as measured by the walkthrough instrument	Not included in 2016-17	Not included in 2017-18	Not included in 2018-19	100%
*Note: Academic Performance Index data is no longer available in the current year as it has been suspended. Priority 6b 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				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
rated based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year. Priority 6f 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. Priority 4c 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				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
context. Our experience has been that our students need to address credit deficiencies in basic requirements. ***** The Early Assessment Program results re embedded in the SBAC results for 11th grade ELA and Mathematics.				

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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 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. One full-time equivalent (FTE) of the teacher + 0.714 FTE of the paraeducator to implement all classroom activities	Action and Services for Goal 1 have been collapsed into one section due to our decrease in funding and in the number of English Language Learners (ELLs) due to the disappearance of the DUCS program. 1. Provide all JCCS staff, including teachers, paraprofessionals, and administrators professional development related to supporting ELLs 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 implementation of California Common Core State Standards (CCCSS) English Language Arts (ELA)/English Language Development (ELD), Mathematics, and New Generation Science Standards (NGSS) in the JCCS through targeted professional development. 3. Improve instruction by providing teachers and administrators instructional coaching support for working with ELs, in	Action 1.1. Increase the implementation of the Universal Design for Learning (UDL) model by providing more intense professional development for all JCCS staff, including teachers, paraprofessionals, and administrators. Action 1.2. Increase the implementation of California Common Core State Standards (CCCSS) for English Language Arts (ELA)/ English Language Development (ELD), Mathematics, and New Generation Science Standards (NGSS) through targeted professional development, demonstrations, and coaching. Action 1.3. Improve instruction by providing teachers and administrators instructional coaching support for working effectively with English Learners (ELs), implementing language development standards, and supporting ELs' access to the core curriculum. Action 1.4. Improve instruction by increasing the implementation of Project-Based Learning in connection to the existing makerspace lab. Supported by a .25 FTE Technology Support Specialist.

10. ADD- 0.34 FTE of the program manager to support coaching and other identified actions and services.

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 GHCS 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 GHCS have been trained by a consulting firm, Mobile Mind, last year. This year Mobile Mind will provide coaching at GHCS 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 standards-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 the staff meetings to identify

Action 1.5. Improve instruction and engagement among students by increasing the use of instructional technology and the use of Google apps at GHCS and JDF.

Action 1.6. Improve instruction by systematically monitoring classroom activities and providing coaching using classroom data. Walkthrough observation instruments have been developed and are beginning to provide meaningful data for reflection and improvement.

Action 1.7. Offer ELD instruction in an integrated way during core instructional time and at a designated time.

Action 1.8 Provide professional development and coaching on how to best work with ELLs.

Action 1.10 Introduce an administrative position tasked to provide coaching to teachers and overall instructional guidance (funded through LCAP at .50 FTE)

Action 1.11 Provide an intensive three-day institute during the summer for instructional assistants to develop their skills in providing academic support to the students as directed by the teachers.

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 ELs by establishing a system for identifying ELs and creating a schedule by which ELs 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 ELs, 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 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.

*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	$131,156	$42,049	$53,714
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$24,360	$ 0	$0
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	One para-educator at JDF no longer needed due to decline in enrollment	2000-2999: Classified Personnel Salaries
Amount	$50,741	$16,417	$17,345
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$1,500	$1,350	$1,700
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$26,341	$18,885	$23,095
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Amount	$23,597		$1,169		$1,421
Source	Unrestricted General Fund		Unrestricted General Fund		Unrestricted General Fund
Budget Reference	7000-7439: Other Outgo		5700-5799: Transfers Of Direct Costs		5700-5799: Transfers Of Direct Costs
Amount			$7,931		$9,484
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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[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	2018-19 Actions/Services	2019-20 Actions/Services
1. Develop a system of identifying English Language Learners (ELLs) and create a schedule by which ELLs and Redesignated Fluent English Proficient	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	N/A

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- 0.2 FTE program manager to support coaching for staff, case management, and other identified actions and services with Foster Youth, ELLs, and low-income students.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,200	N/A	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)

Modified 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 5: Pupil Engagement (Engagement)
Priority 9: Expelled Pupils – 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 to 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. 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.

Objectives and actions in county wide support of foster and homeless youth have been moved to a newly created Goal 5.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5. 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.	56% baseline 2016/17	5% over baseline	12% over baseline	15% over baseline
Priority 5. 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.	64% baseline 2016/17	10% over baseline	12% over baseline	15% over baseline
Priority 3, 5. 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	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.				
Priority 3. The percentage of parents who report that the school involves them in the development of their students' individual learning plan will increase by 15% from baseline.	52% baseline 2016/17	10% over baseline	12% over baseline	15% over baseline
Priority 5. 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. A successful transition will reduce absenteeism.	98% baseline 2016/17	1% Over baseline	1% Over baseline	1% Over baseline
Priority 5. Reduce the number of days between release from JDF and enrollment in their home	Baseline an average of 4.7 days.	N/A	N/A	Average of 3 days or less.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
school for all students to minimize the number of absences.				
Priority 3.

The JCCS program will host four 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. | 1 event held during the 2016/17 school year | 4 events held during the school year | 4 events | 4 events |
| Priority 9.

The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies, will be used as a tool to update the new three-year plan and to provide coordination in this area. | The plan was last reviewed in August 2016 | The new Countywide plan was written and approved in June 2018 | The plan will be reviewed by June 2019 | The plan will be reviewed by June 2020 |
| Priority 5.

There will be a 30% increase in the number of trainings and professional | In 2016-17 SCOE has offered 8 trainings to school district staff the needs to identify and support homeless youth and on the McKinney | 10% over baseline | 20% over baseline | 30% over baseline |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
development opportunities for SCOE staff and partner agencies related to the support of homeless youth and their continuous attendance in school. This indicator has been moved to our newly developed Goal 5.	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.			

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Annually review and update the Countywide Plan for Expelled Students. 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.	1. Improve services to expelled students by conducting an annual review and 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 GHCS to the receiving district schools. This is particularly important for English Learners, expelled, foster, and homeless youth as 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 GHCS does	Action 1.1. Improve services to expelled students by conducting an annual review and updating the Countywide Plan for Expelled Students, to adjust to changing needs as appropriate by June 2020. This is an aspect of our obligations as the County Office of Education under Priority 9. Action 1.2. The JCCS staff will increase its outreach to families by organizing informational events themed around student and family interests: Planning for transition to the comprehensive high school; student-led academic conferences. Action 1.3. Increase our support of student attendance by improving educational transition planning services for a smooth and fast transition. Action 1.4. Improve student outcome by having teachers, student, and support specialists meet 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

8. Continue to strengthen the intake 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.

not have structured transition support as the one at JDF and we want to improve these services.
4. Improve our support of student attendance by providing educational transition planning services that support 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. A 1.6 FTE of the student support specialists to implement all activities related to the actions identified above. Student support

an academic perspective, but also from a social-emotional perspective.

Action 1.5 Use the Student Services Network to review our transition services, develop recommendations for improvement, and implement recommendations.

Action 1.6 A full-time student support specialist will be funded through Title I and Probation's contribution at JDF and a full-time student support specialist at GHCS funded through LCAP.

specialists are added to the base staff to support students' social-emotional needs and 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	$111,861
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$103,385	$50,003	$48,210
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$900	$200	$800
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	$10,088	$1,720	$1,540
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$38,489	$3,756	$3,201
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	7000-7439: Other Outgo	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs
Amount		$19,021	$16,147
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:

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	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	2018-19 Actions/Services	2019-20 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. A 0.6 FTE of the student support specialist to support these actions and 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	Activities included in this action have been moved to our newly established Goal 5.

services. This position is already funded under Action 1.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference		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.	

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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 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 JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.	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. 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 online web-based	Action 1.1 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. Action 1.2 Offer an Introduction to the Construction Trades course at JDF and GHCS to provide them with specific trade skills and pre-apprenticeship experience. The course is the result of a partnership between SCOE and Probation and is scheduled to start in July. Action 1.3. Continue to provide financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments. Action 1.4. 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 . Action 1.5. Revisit the work-ready certification to meet the requirements as part of the College/Career Indicator. A

- Consult with CTE Department for staff training and increased opportunities for students.
- A 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 GHCS 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.

new Vocational Specialist will update the course in collaboration with our Workforce Development department.

Action 1.6. In collaboration with the Workforce Development department, SCOE will support GHCS's students with work-based learning experiences.

Action 1.7. Improve our support of students employment-related skills by employing a 0.8 full-time equivalent of a vocational specialist to support teachers in providing instruction on career-related skills, including the work-ready certification, and the safe food handling certification. The vocational specialist will also work with work-based learning opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,967	$7,044	$67,455
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	$40,027	$40,761	$44,947
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	$21,894	$24,024	$40,176
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	$400	$400	$400
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	$4,679	$3,216	$7,550
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$7,474	$1,493	$3,052
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	7000-7439: Other Outgo	5700-5799: Transfers Of Direct Costs	5700-5799: Transfers Of Direct Costs

Amount		$7,640	$15,950
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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priorities 5, 6. Student engagement and connectedness and positive behavior will	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
improve as measured by the following: • The average daily attendance rate for JCCS students will increase by 3% from the baseline.				
Priority 6. The suspension rate for JCCS students will decrease by 15% from the baseline.	31% baseline 2016-17	Decrease 5% from baseline	Decrease 10% from baseline	Decrease 15% from baseline
Priority 5. The chronic absence rate will decrease by 9% from the baseline.	68% baseline 2016-17	Decrease 3% from baseline	Decrease 6% from baseline	Decrease 9% from baseline
Priority 6. 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	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.				
Priority 6.

The percentage of students who on the most recent CHKS report that they feel safe at school will increase by school will increase by 15% from baseline. | 42% baseline   2014-15 | Increase 5% over baseline | Increase 10% over baseline | Increase 15% over baseline |
| Priority 6

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. | 52% baseline   2014-15 | Increase 5% over baseline | Increase 10% over baseline | Increase 15% over baseline |
| Priority 6.

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. | 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
Priority 6. 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.	32% baseline 2016-17	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline
Priority 6. The percentage of parents who on the LCAP Parent Survey reports that the school provides their child extra help when they are struggling socially or emotionally increases by 15% over baseline.	45% baseline 2016-17	5% over baseline	10% over baseline	15% over baseline
	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
Priority 5d Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools context. The Juvenile	N/A	N/A	N/A	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Court and Community Schools (JCCS) do not generate a dropout rated based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.				
Priority 6b 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	N/A	N/A	N/A	N/A

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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

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	New Action Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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,	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 GHCS 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	Action 1.1. Provide support services to students at Community School with a focus on Trauma-Informed Care and Support. Action 1.2. The student support specialist at GHCS will provide emotional learning and social skills group facilitation. Action 1.3. Students who require more intensive counseling will be referred to an MFT from the Student and Program Support department. This 0.3 FTE professional will be funded through LCAP. Action 1.4. 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 and probation officer will be tasked to regularly counsel students in this

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 #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.

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 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.

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.

Action 1.5. Improve the school environment by providing professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support and restorative practices. Funded by LCAP

Action 1.6. 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.

Action 1.7. Continue to implement a School Attendance Review Board with relevant community partners to address student attendance and behavioral issues.

Action 1.8. Offer the Parent Project program to our parents and community members in collaboration with Probation and Solano County Behavioral Services, designed to support especially homeless, expelled, foster youth, and students with exceptional needs.

Action 1.9. We will improve communication between the school and

11. Provide a structured after school program for students and families to include socializing activities, trainings, and opportunities for input on the services
12. A 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 specialists are not included in our base program and are funded through LCFF to provide a variety of support services including the transition to the school of origin case management, and counseling.

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.

Action 1.10. Train teaching and support staff in mental health first aid.

Action 1.11. Offer after-school enrichment activities for students such as dance instruction, music instruction, poetry workshops, etc.

Action 1.12. Partner with the faith-based community to address issues related to equity and race for our students and families. Equity work will be supported and coordinated by our new Student Services administrator. Supported in part by LCAP funds (0.4 FTE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,500	$1,500	$1,500
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	4000-4999: Books And Supplies Included in Goal 2 – items in parenthesis included in Goal 2 (2000-2999 - $267,461) (3000-3999 - $103,385) (4000-4999 - $900) (5000-5999 - $10,088) (7000-7439 - $38,489)	4000-4999: Books And Supplies Included in Goal 2 – items in parenthesis included in Goal 2 (2000-2999 - $135,870) (3000-3999 - $50,003) (4000-4999 - $200) (5000-5999 - $1,720) (5700-5799 - $3756) (7000-7439 - $19,021) The reduction from 2017-18 is due to a significant decrease in enrollment at JDF.	4000-4999: Books And Supplies
Amount	$3,500	$3,500	$3,500
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	$504	$497	$488
Source	Unrestricted General Fund	Unrestricted General Fund	Unrestricted General Fund
Budget Reference	7000-7439: Other Outgo	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)

New Goal

Goal 5

Close achievement gap for foster and homeless youth.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

The identified need was developed through a multi-phase process which included stakeholder feedback during the January 2019 Foster Youth Educational Planning Team LCAP meeting, the collaborative feedback process of the district administrators in the development of the Solano County Plan for Homeless Youth, and the needs analysis completed with the Foster Youth Educational Planning Team to guide the development of the Foster Youth Services Coordinating Program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 10. There will be an increase of ten services provided by SCOE student wellness specialist who is co-located at Child Welfare Services (CWS).	There were 149 services provided by the student wellness specialist.	N/A	The baseline is 149 services.	Increase by ten services over baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 10. There will be an increase of four new members added to the membership and communication of the Solano County Foster Youth Educational Planning Team. The baseline is 64 current members on the roster.	There were 64 members on the Solano County Foster Youth Educational Planning Team.	N/A	The baseline is 64 members and communications.	Increase by four new members and communication over baseline.
Priority 10. There will be an increase in the number of trainings, professional development, and technical assistance opportunities for SCOE staff, foster and homeless youth liaisons, and partner agencies including CWS, related to our coordination of support and services for foster and homeless students.	N/A	N/A	A total of 13 trainings, professional development, and technical assistance opportunities for SCOE staff, foster and homeless youth liaisons, and partner agencies including CWS, were offered related to our coordination of support and services for foster and homeless students.	15 services

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)

Foster Youth

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Increase the number of services to support homeless and foster students provided by SCOE student wellness specialist who is co-located at Child Welfare Services. Services include but are not limited to the records request, school supplies, facilitation between districts and Child Welfare Services, and technical support. From July 1, 2018, through March 2019, there were 149 services provided by the co-located SCOE Student Wellness Specialist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	0 See below
Budget Reference			The cost for the action is included as part of our regular Foster Youth staff duties.

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)

All Schools
[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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [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
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Increase membership and communication of the Solano County Foster Youth Educational Planning Team. Increased communication will be accomplished through outreach and increased membership efforts for the Solano County

		Foster Youth Educational Planning Team. As of April 2019, 15 new members were added to the roster, and there are 64 current members on the roster.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	0 See below
Budget Reference			The cost for the action is included as part of our regular Foster Youth staff duties.

Action 3

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)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

<div align="center">OR</div>

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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [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
		New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A	N/A	Increase the number of trainings, and professional development, and technical assistance opportunities for SCOE staff, foster and homeless youth liaisons, and partner agencies including Child Welfare Services, related to our coordination of support and services for foster and homeless students. Topics will include graduation requirements (EC § 51225.1.), Trauma-Informed Practices, Resiliency, Commercially Sexually Exploited Children (CSEC), and McKinney-Vento Homeless Assistance Act. Professional development topics will be provided based on the needs and feedback of stakeholders related to foster youth and homeless youth. SCOE has hired a clinical supervisor with expertise in the area of CSEC. SCOE will be providing CSEC 101, as well as consulting with districts to address a continuum of care. During 2018/19, SCOE held two trainings on CSEC 101.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	0 See below
Budget Reference			The cost for the action is included as part of our regular Foster Youth staff duties.

Action 4

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)

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

[Add Students to be Served selection here]	All Schools [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)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [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
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Collaborate with Child Welfare Services on the development of a process to support district requests for verification of 19 digit code derived in CWS/CMS to support CALPADS verification. The 19 digit code is a unique identifier assigned to each foster youth in the Child Welfare database, CWS/CMS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	0
Budget Reference			The cost for the action is included as part of our regular Foster Youth staff duties.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$437,785	6.47%

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).

The proposed services increase or improve our programs for unduplicated students by a total of $473,536.

Goal 1: Improve the instructional outcomes for students.

Action 1.1   Increase the implementation of the Universal Design for Learning (UDL) model by providing more intense professional development for all Juvenile Court and Community Schools (JCCS) staff, including teachers, paraprofessionals, and administrators
Action 1.2   Increase the implementation of California State Standards for English Language Arts/ English Language Development (ELD), Mathematics, and New Generation Science Standards (NGSS) through targeted professional development, demonstrations, and coaching.
Action 1.3   Improve instruction by providing teachers and administrators instructional coaching support for working effectively with English Learners (ELs), implementing language development standards, and supporting ELs' access to the core curriculum
Action 1.4   Improve instruction by increasing the implementation of project-based learning in connection to the existing makerspace lab.
Action 1.5   Improve instruction and engagement among students by increasing the use of instructional technology and the use of Google apps at Golden Hills and JDF.
Action 1.6   Improve instruction by systematically monitoring classroom activities and provide coaching using classroom data. Walkthrough observation instruments have been developed and have been providing meaningful data for reflection and improvement.
Action 1.8   Offer ELD instruction in an integrated way during core instructional time and at a designated time.
Action 1.9.   Provide professional development and coaching on how to best work with ELs.
Action 1.10 Introduce an administrative position tasked to provide coaching to teachers and overall instructional guidance.
Action 1.11 Provide an intensive three-day institute during the summer for instructional assistants to develop their skills in providing academic support to the students as directed by the teachers.

Goal 2: Increase the Educational Transition Planning Services being provided to students.

Action 1.1   Improve services to expelled students by conducting an annual review and 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.
Action 1.2   The JCCS staff will increase its outreach to families by organizing informational events themed around student and family interests: planning for transition to the comprehensive high school; student-led academic conferences.
Action 1.3   Increase our support of student attendance by improving educational transition planning services for a smooth and fast transition.
Action 1.4   Improve student outcome by having teachers, student, and support specialists meet three times per year to review and revise the student's individual learning plan as appropriate.
Action 1.5   Use the Student Services Network to review our transition services and develop recommendations for improvement.
Action 1.6   A full-time student support specialist will be funded through Title I and Probation's contribution at JDF and a full-time student support specialist at GHCS funded through LCAP.

Goal 3: Increase career readiness services provided to students.

Action 1.1   Continue to expand career exploration instruction for students in JCCS programs including California Career Zone, Road Trip Nation, and Junior Achievement.
Action 1.2   Offer an Introduction to the Construction Trades course at JDF and GHCS to provide them with specific trade skills and pre-apprenticeship experience. The course is the result of a partnership between SCOE and Probation and is scheduled to start in July.
Action 1.3   Continue to provide financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.
Action 1.4   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
Action 1.5   Revisit the work-ready certification to meet the requirements as part of the College/Career Indicator. A new vocational specialist will update the course in collaboration with our Workforce Development department.
Action 1.6   In collaboration with the Workforce Development department, SCOE will support GHCS's students with work-based learning experiences.
Action 1.7   Improve our support of students employment-related skills by employing a 0.8 full-time equivalent of a vocational specialist to support teachers in providing instruction on career-related skills, including the work-ready certification, and the safe food handling certification. The vocational specialist will also work with work-based learning opportunities.

Goal 4: Increase social-emotional support services provided to students.

Action 1.1   Provide support services to students at GHCS with a focus on Trauma-Informed Care and Support.
Action 1.2   The student support specialist at GHCS will provide emotional learning and social skills group facilitation.
Action 1.3   Students who require more intensive counseling will be referred to an MFT from the Student and Program Support department. This 0.3 FTE professional will be funded through LCAP.
Action 1.4   Improve our ability to increase attendance at the GHCS by increasing our accuracy in tracking absenteeism and intervening in a more timely fashion. The student support specialist and

the probation officer will be tasked to regularly counsel students in this area and identify existing barriers. This is particularly important for low-income students and ELs who tend to have fewer resources to support their achievement when missing school.

Action 1.5   Improve the school environment by providing professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support and restorative practices. Funded by LCAP

Action 1.6   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.

Action 1.7   Continue to implement a School Attendance Review Board with relevant community partners to address student attendance and behavioral issues.

Action 1.8   Offer the Parent Project program to our parents and community members in collaboration with Probation and Solano County Behavioral Services, designed to support especially homeless, expelled, foster youth, and students with exceptional needs.

Action 1.9   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.

Action 1.10 Train teaching and support staff in mental health first aid.

Action 1.11 Offer after-school enrichment activities for students such as dance instruction, music instruction, poetry workshops, etc.

Action 1.12 Partner with the faith-based community to address issues related to equity and race for our students and families. Equity work will be supported and coordinated by our new Student Services administrator. Supported in part by LCAP funds (0.4 FTE)

Goal 5: Close achievement gap for foster and homeless youth.

Action 5.1 Increase the number of services to support homeless and foster students provided by SCOE student wellness specialist who is co-located at Child Welfare Services. Services include but are not limited to the records request, school supplies, facilitation between districts and Child Welfare Services, and technical support. From July 1, 2018, through March 2019, there were 149 services provided by the co-located SCOE Student Wellness Specialist.

Action 5.2 Increase membership and communication of the Solano County Foster Youth Educational Planning Team. Increased communication will be accomplished through outreach and increased membership efforts for the Solano County Foster Youth Educational Planning Team. As of April 2019, 15 new members were added to the roster, and there are 64 current members on the roster.

Action 5.3 Increase the number of trainings, and professional development, and technical assistance opportunities for SCOE staff, foster and homeless youth liaisons, and partner agencies including Child Welfare Services, related to our coordination of support and services for foster and homeless students. Topics will include graduation requirements (EC § 51225.1.), Trauma-Informed Practices, Resiliency, Commercially Sexually Exploited Children (CSEC), and McKinney-Vento Homeless Assistance Act. Professional development topics will be provided based on the needs and feedback of stakeholders related to foster youth and homeless youth. SCOE has hired a clinical supervisor with expertise in the area of CSEC. SCOE will be providing CSEC 101, as well as consulting with districts to address a continuum of care. During 2018/19, SCOE held two trainings on CSEC 101.

5.4 Collaborate with Child Welfare Services on the development of a process to support district

requests for verification of 19 digit code derived in CWS/CMS to support CALPADS verification. The 19 digit code is a unique identifier assigned to each foster youth in the Child Welfare database, CWS/CMS.

All these services are principally directed and have been found to be effective in meeting our goals for unduplicated pupils in the state and any local priorities.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$363,822	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 (GHCS) is 72.5% with a program average daily attendance (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 each 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 Language Learners (ELLs) 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 Juvenile Court and Community Schools (JCCS).

2. Implementation of California Common Core State Standards (CCCSS) in English Language Arts, English Language Development (ELD), 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 standards-based instruction will primarily benefit them.

3. Instructional coaching support for teachers and administrator in the areas of instruction for ELLs and for the implementation of NGSS. While intensive coaching for ELD instruction has been provided during the 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 ELLs.

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 GHCS 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 the Juvenile Detention Facility (JDF) students. During 2017-18, our students at GHCS 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 GHCS 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 CCCSS 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, ELD 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 GHCS. 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:

A 0.4 FTE program manager for instructional support, UDL coaching, and unduplicated students' monitoring

Additional service providers supported by SCOE general fund:

A 0.5 instructional technology specialist to support project-based learning and Google apps implementation

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 a 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.

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 GHCS program serves primarily expelled students and is part of the continuum of services included in the Plan.

2. There will be monthly evening events held at JCCS schools to provide parents with information, solicit feedback on decisions, and 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.

3. Increase and formalize Educational Transition Planning Services that support the transition from GHCS to develop stronger connections with the receiving schools. Transition services are well structured and consistently provided at JDF. At GHCS, 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.

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 are supporting entirely low-income students.

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 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 ELLs 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 (CAHSEE) 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 CAHSEE.

4. Increase trainings and technical assistance to districts and Child Welfare Services (CWS) regarding foster youth.

5. Increase trainings and technical assistance to districts and CWS on homeless youth and McKinney-Vento requirements.

6. A 0.6 FTE 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:

One FTE student support specialists to implement all activities related to identified actions and services at GHCS, including group counseling and transition services for unduplicated students.

A 0.6 FTE student support specialist to provide individual counseling and case manage foster and homeless youth

Additional service providers supported by SCOE general fund:

One FTE 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.
_____
_____

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 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.

3. 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.

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 GHCS students.

6. Consult with CTE Department for staff training and increased opportunities for students and staff.

Additional staff supported by LCAP for Goal 3 include:

A 0.8 FTE vocational specialist funded through LCAP to support teacher in providing CTE instruction

Additional service providers supported by other funds:

One 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. Our low-income, foster, and English Language Learners (ELLs) 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 GHCS with a focus on Trauma-Informed Care and Support

2. Formalize a school-wide continuum of support to ensure the social-emotional and behavioral needs of GHCS 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 GHCS.

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:

A 1.6 FTE student support specialists 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:

A 0.5 FTE probation officer to support attendance and positive behavior practices, funded through a partnership between SCOE and Probation.

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 the 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 the 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 Language Learners (ELLs).
- Continue to provide Odysseyware online credit recovery services to all students.
- Continue to provide a reduced class size for minors at the JDF in the Challenge Unit by adding one full-time equivalent (FTE) teacher and 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.
- 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 ELLs with a meaningful context for language development.

English Language Learners:
- Develop a system of identifying ELLs and create a schedule by which ELLs 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 ELLs
- Increase coaching support for JCCS teachers with special emphasis on the instructional needs of ELLs
- Add 0.6 FTE program manager to support coaching and other identified actions and services for ELLs.

Expelled Students
- Annually review and update the Countywide Plan for Expelled Students
- Increase Educational Transition Planning Services that support the transition from GHCS
- Develop a more structured case management plan of students transitioning from GHCS
- Provide student support services to students at GHCS with a focus on Trauma-Informed Care and Support
- Formalize a school-wide continuum of support to ensure the social-emotional and behavioral needs of GHCS 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 GHCS
- Fully implement a School Attendance Review Board to address student attendance and behavioral issues
- One FTE student support specialist to implement all activities related to identified actions and services for expelled students at GHCS (part of the 3.15 FTE shared w/Goal #2 Transition Services)

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 the number of days between release from JDF and enrollment in their home school. Accomplished by reprioritizing student support specialists' tasks.
- A 3.15 FTE student support specialists to implement all activities related to identified actions and services for expelled students and students in the JDF. (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 JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.
- A 0.8 FTE 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.

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 (CAHSEE) 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 CAHSEE.
- Increase trainings and technical assistance to districts and Child Welfare Services.
- A 3.15 FTE student support specialists to implement all activities related to identified actions and services for expelled students and students in the JDF. (Shared by Goals 2 and 4), part of which was dedicated to the support of foster, homeless, and low-income students in our care.