

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Solano County Office of Education
CDS Code:	4810488
LEA Contact Information:	Name: Amy Chavez Position: Director - Student Services, Equity, and Support Email: achavez@solanocoe.net Phone: 7073994400
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$16,664,250
LCFF Supplemental & Concentration Grants	\$281,443
All Other State Funds	\$24,256,075
All Local Funds	\$15,728,254
All federal funds	\$3,243,011
Total Projected Revenue	\$59,891,590

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$62,043,396
Total Budgeted Expenditures in the LCAP	\$363,716
Total Budgeted Expenditures for High Needs Students in the LCAP	\$785,212
Expenditures not in the LCAP	\$61,679,680

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$529,580
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$572,082

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$503,769
2020-21 Difference in Budgeted and Actual Expenditures	\$42,502

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	In addition to our court and community school programs, Solano County Office of Education (SCOE) works in partnership with Solano 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, including: · College and Career Readiness (CCR) Education/Workforce Development Leadership, data collection, curriculum, and instruction.

	<ul style="list-style-type: none"> · Instruction for students in special education programs with more extensive learning and support needs, 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 Learning in the core academic areas, Universal Design for Learning (UDL), and culturally responsive and equitable practices to local educators. This includes coaching for administrators in the areas of effective educational leadership skills for 21st Century Learners. · Professional Learning 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 (MTSS) 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).
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LCFF Budget Overview for Parents

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School Year: 2021-22

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Amy Chavez

Director - Student Services, Equity, and Support

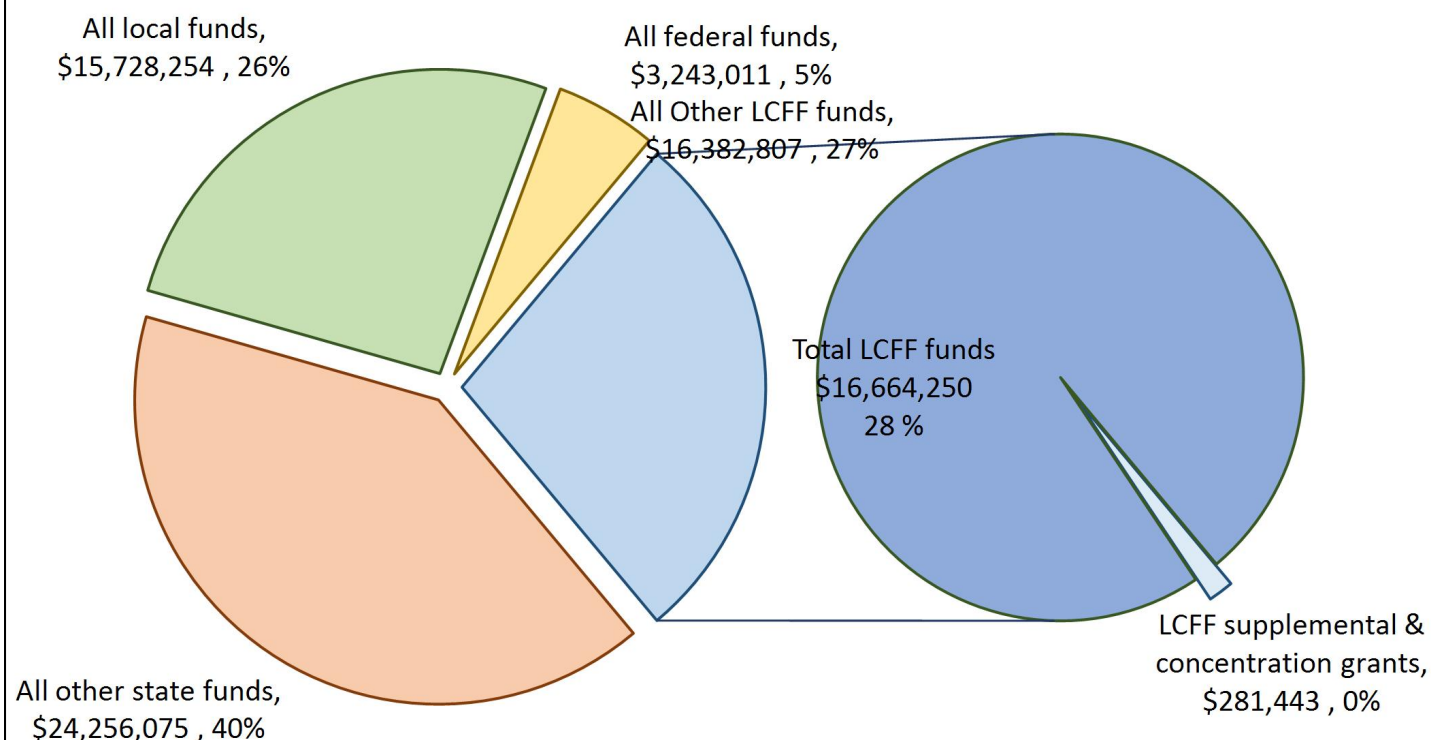
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2021-22 School Year

Projected Revenue by Fund Source



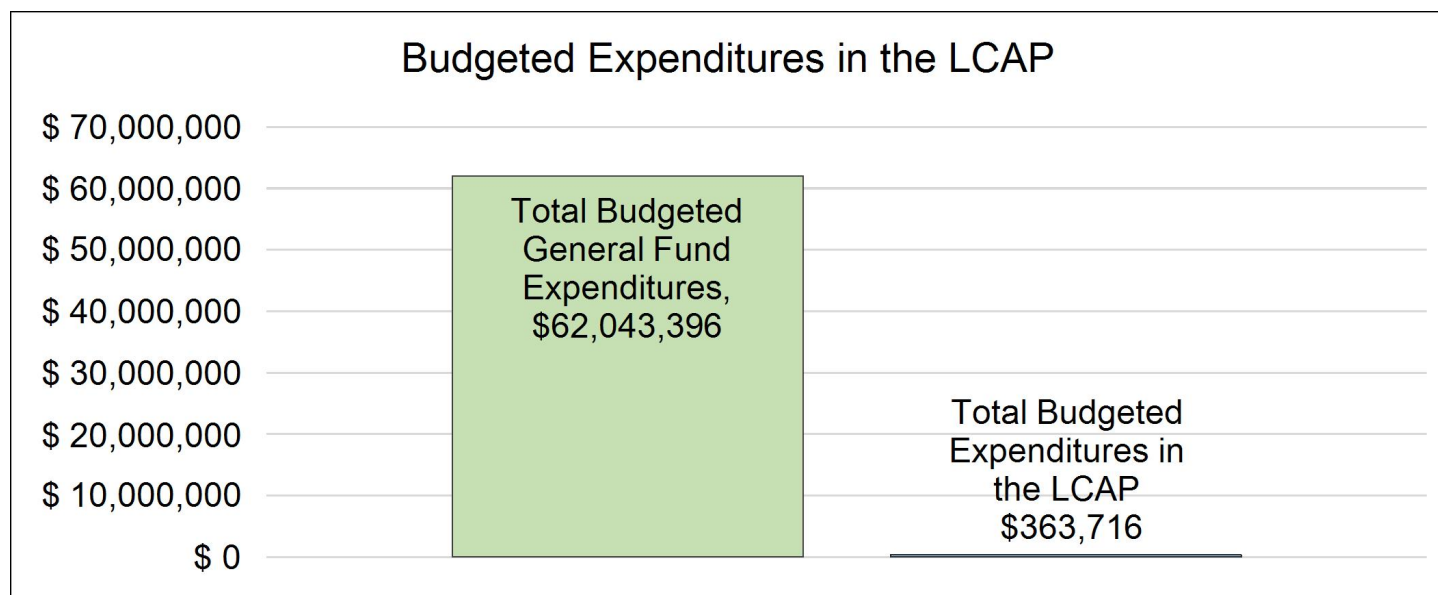
This chart shows the total general purpose revenue Solano County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Solano County Office of Education is \$59,891,590, of which \$16,664,250 is Local Control Funding Formula (LCFF), \$24,256,075 is other state funds, \$15,728,254 is local funds,

and \$3,243,011 is federal funds. Of the \$16,664,250 in LCFF Funds, \$281,443 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.



This chart provides a quick summary of how much Solano County Office of Education plans to spend for 2021-22. 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 \$62,043,396 for the 2021-22 school year. Of that amount, \$363,716 is tied to actions/services in the LCAP and \$61,679,680 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 our court and community school programs, Solano County Office of Education (SCOE) works in partnership with Solano 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, including:

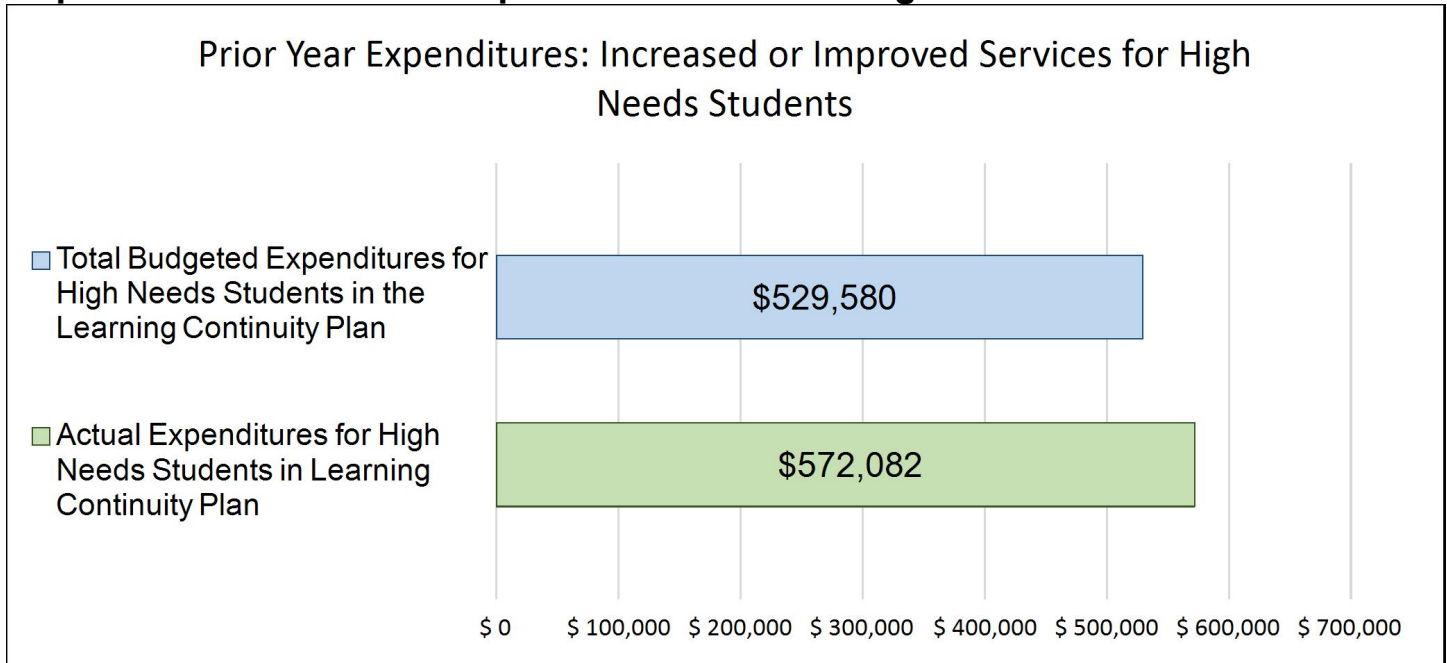
- College and Career Readiness (CCR) Education/Workforce Development Leadership, data collection, curriculum, and instruction.
- Instruction for students in special education programs with more extensive learning and support needs, infant through age 22.
- Instructional support to students in district schools and SCOE programs who are deaf/hard-of-hearing.
- Coordination of services to homeless students and foster youth countywide.
- Professional Learning in the core academic areas, Universal Design for Learning (UDL), and culturally responsive and equitable practices to local educators. This includes coaching for administrators in the areas of effective educational leadership skills for 21st Century Learners.
- Professional Learning 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 (MTSS) 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 the LCAP for the 2021-22 School Year

In 2021-22, Solano County Office of Education is projecting it will receive \$281,443 based on the enrollment of foster youth, English learner, and low-income students. Solano County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Solano County Office of Education plans to spend \$785,212 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Solano County Office of Education budgeted last year in the Learning Continuity Plan 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 2020-21, Solano County Office of Education's Learning Continuity Plan budgeted \$529,580 for planned actions to increase or improve services for high needs students. Solano County Office of Education actually spent \$572,082 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Solano County Office of Education	Amy Chavez Director - Student Services, Equity, and Support	achavez@solanocoe.net 7073994400

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2. Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS) 19-20 100% Baseline 100%	100% implementation. Goal Met
Metric/Indicator Priority 4. SBAC ELA (CAASPP) assessments 19-20 10% over baseline Baseline	Results of CAASPP assessment for English language arts (2019) 5.56% of students met or exceeded standard Goal Not Met

Expected	Actual
<p>6.98% based on 2016/17</p> <p>Metric/Indicator Priority 4.</p> <p>SBAC Math (CAASPP) assessments</p> <p>19-20 10% over baseline</p> <p>Baseline 0% based on 2016/17</p>	<p>Results of CAASPP assessment for math (2019)</p> <p>0% of students met or exceeded standard</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 8.</p> <p>Odysseyware credits earned</p> <p>19-20 3% over baseline</p> <p>Baseline 37 credits average in 2016-17</p>	<p>Average credits earned to date (April 2020) was 37.</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 8.</p> <p>Renaissance Learning- STAR Reading Assessment grade equivalent growth of 0.50 or greater for students enrolled for 90 days or more</p> <p>19-20 9% over baseline</p> <p>Baseline 20% 2016/17 data</p>	<p>60% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment (first semester data)</p> <p>Goal Met</p>
<p>Metric/Indicator</p>	<p>60% of students who were enrolled for 90 days or more demonstrated a 50</p>

Expected	Actual
<p>Priority 8.</p> <p>Renaissance Learning- STAR Reading Assessment increase of 50 scaled scores points for students enrolled for 90 days or more</p> <p>19-20 9% over baseline</p> <p>Baseline 21% based on 2016/17 data</p>	<p>point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment (first semester data)</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 8.</p> <p>Renaissance Learning- STAR Math Assessment grade equivalent growth of 0.50 or greater</p> <p>19-20 6% over baseline</p> <p>Baseline 18% based on 2016/17</p>	<p>57% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in Math as measured by the Renaissance Learning STAR Math Assessment (first semester data)</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 8.</p> <p>Renaissance Learning- STAR Math Assessment scaled score increase of 50 scaled scores points</p> <p>19-20 2% over baseline</p> <p>Baseline 14% based on 2016/17</p>	<p>43% of students who were enrolled for 90 days or more demonstrated a 50 point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment (first semester data)</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 8.</p>	<p>GH Fairfield- = 70% GH Vaca-= 100% JDF= 83%</p>

Expected	Actual
<p>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.</p> <p>19-20 15% over baseline</p> <p>Baseline 58% based on 2016/17</p>	<p>Goal Met</p>
<p>Metric/Indicator Priority 8.</p> <p>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</p> <p>19-20 15% over baseline</p> <p>Baseline 72% based on 2016/17</p>	<p>GH Fairfield = 79% GH Vaca = 33% JDF = 43%</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 1</p> <p>Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>Every pupil in the school district has sufficient access to standards/ aligned instructional materials.</p> <p>School facilities are maintained in good repair.</p> <p>19-20</p>	<p>100% of the teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.</p> <p>100% of students have sufficient access to standards/ aligned instructional materials.</p> <p>100% of school facilities are maintained in good repair.</p> <p>Goal Met</p>

Expected	Actual
100% Baseline 100%	
Metric/Indicator Priority 4 The percentage of English Learners who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) 19-20 6% over baseline Baseline 2017-18 baseline is 4% (ELPAC)	2019-20 results; 0%. Results may have limited statistical value as they only include 1 student. Goal Not Met
Metric/Indicator Priority 4. English Language Learners reclassification rate 19-20 10% over baseline Baseline 2016/17 Baseline is 0%	Results for 2019-20 was 0%. Results may have limited statistical value as they only include 1 student. Goal Not Met
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.	100% of all JCCS staff have received professional development related to the ongoing instructional program improvement. Goal Met

Expected	Actual
<p>19-20 100%</p> <p>Baseline 100% of all JCCS staff have received professional development related to the ongoing instructional program improvement based on 2016/17 data.</p>	
<p>Metric/Indicator Priority 7. Implement Project-Based Learning (PBL) activities in all JCCS programs.</p> <p>19-20 Students will complete 4 PBL projects per school year.</p> <p>Baseline Students will complete 1 PBL project during the 2017/18 school year.</p>	<p>Robotics Project-learning activities implemented weekly.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 7.</p> <p>JCCS students will participate in virtual lab classes via the use of instructional technology.</p> <p>19-20 Students will complete 3 virtual lab activities each semester.</p> <p>Baseline Students will complete 1 virtual lab activity during the 2017/18 school year.</p>	<p>The scheduled in person lab classes were not held due to school closures.</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priorities 2, 4, 7.</p> <p>Modify walkthrough tool to yield implementation percentage for each targeted EL strategy EL.</p>	<p>Selected strategies were implemented consistently in 3 out of 5 classes*</p> <p>*This measure was greatly affected by midyear staff changes. Increased implementation over time, as a result of ongoing coaching could not be observed due to the school closures.</p>

Expected	Actual
<p>19-20 TBD</p> <p>Baseline Baseline implementation percentages to be established.</p>	
<p>Metric/Indicator Priority 7.</p> <p>The JCCS programs will provide a broad course of study that includes all the subject areas described in Section 51210 and Section 51220 (a) to (i) of the Education Code, as applicable, to support all students, including unduplicated pupils and individuals with exceptional needs, as evidenced by the data collected from the instructional program monitoring system.</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>The JCCS programs provided a broad course of study that included 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.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 7.</p> <p>100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement.</p> <p>19-20 N/A</p> <p>Baseline 100%</p>	<p>100% of students explored career options using California Career Zone, Road Trip Nation and Junior Achievement.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 7.</p>	<p>100% of students with exceptional needs had access to general education classes with appropriate services to support their</p>

Expected	Actual
<p>Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.</p> <p>19-20 100%</p> <p>Baseline TBD in 2019-20</p>	<p>success as measured by their Individualized Education Plans (IEPs).</p> <p>Goal Met</p>
<p>Metric/Indicator English learners will have access to the state standards and to ELD standards as measured by observations.</p> <p>19-20 100%</p> <p>Baseline Not included in 2016-17</p>	<p>100% of English learners had access to the state standards and to ELD standards as measured by first semester observations.</p> <p>Goal Met</p>
<p>Metric/Indicator Graduation rate</p> <p>19-20 10% over baseline</p> <p>Baseline 2017 baseline was 41.3%</p>	<p>Graduation rate for SCOE was 81% with an increase of 39.7 percentage points.</p> <p>Goal Met</p>
<p>Metric/Indicator *Note: Academic Performance Index data is no longer available in the current year as it has been suspended.</p> <p>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 rate based on prescribed four-year cohort</p>	

Expected	Actual
<p>method since students generally do not remain enrolled for more than one year.</p> <p>Priority 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.</p> <p>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 experience has been that our students need to address credit deficiencies in basic requirements.</p> <p>***** The Early Assessment Program results re embedded in the SBAC results for 11th grade ELA and Mathematics.</p>	
<p>Metric/Indicator [Intentionally blank]</p> <p>19-20 [Intentionally blank]</p> <p>Baseline [Intentionally blank]</p>	[Intentionally blank]
<p>Metric/Indicator [Intentionally blank]</p> <p>19-20 [Intentionally blank]</p> <p>Baseline [Intentionally blank]</p>	[Intentionally blank]
<p>Metric/Indicator</p>	[Intentionally blank]

Expected	Actual
[Intentionally blank]	
19-20	
[Intentionally blank]	
Baseline	
[Intentionally blank]	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$53,714	1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$53,858
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.	2000-2999: Classified Personnel Salaries Unrestricted General Fund \$0	2000-2999: Classified Personnel Salaries Unrestricted General Fund \$0
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.	3000-3999: Employee Benefits Unrestricted General Fund \$17,345	3000-3999: Employee Benefits Unrestricted General Fund \$13,161
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.	4000-4999: Books And Supplies Unrestricted General Fund \$1,700	4000-4999: Books And Supplies Unrestricted General Fund \$1,923
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.	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$23,095	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$18,963
	5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$1,421	5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$2,635
	7000-7439: Other Outgo Unrestricted General Fund \$9,484	7000-7439: Other Outgo Unrestricted General Fund \$15,139

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>Action 1.7. Offer ELD instruction in an integrated way during core instructional time and at a designated time.</p> <p>Action 1.8 Provide professional development and coaching on how to best work with ELLs.</p> <p>Action 1.9. Introduce an administrative position tasked to provide coaching to teachers and overall instructional guidance (funded through LCAP at .50 FTE)</p> <p>Action 1.10 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.</p>		
[Intentionally blank]	N/A N/A N/A	N/A N/A N/A
[Intentionally blank]	N/A N/A N/A	N/A N/A N/A
[Intentionally blank]	N/A N/A N/A	N/A N/A N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are no material/significant differences between budgeted funds and actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 1: Improving the instructional outcomes for students continues to be a high-priority area. Professional learning for Common Core Standards and Universal Design for Learning (UDL) was provided to teachers. Teachers reported continued benefit from instructional support through constructive feedback and walkthrough data. The Edgenuity virtual learning platform was successfully implemented and used for credit recovery, acceleration, and targeted intervention. Teachers and administrators indicated a need for ongoing professional learning for continued work with robotics, coding, and hands-on learning. Trauma-Informed Practices and Restorative Justice Professional Learning were very successful and resulted in a decrease in discipline. Positive Behavior Intervention and Supports (PBIS) has been fully implemented at Evergreen Academy and Golden Hills Community School. Staff provided devices (1:1) when COVID-19 interrupted the second half of the 2019-2020 school year.

Action 1.1. Increase the implementation of the Universal Design for Learning (UDL) model by providing more intense professional learning for all JCCS staff, including teachers, paraprofessionals, and administrators.

Successes: Staff increased the implementation of the Universal Design for Learning model by all staff participating in more intense professional learning.

Challenges: COVID-19 impacted the actions and services as the staff had to transition to virtual instruction, which affected the model's planning and implementation.

Action 1.2. Increase the implementation of California Common Core State Standards (CCSS) for English Language Arts (ELA)/English Language Development (ELD), Mathematics, and New Generation Science Standards (NGSS) through targeted professional learning, demonstrations, and coaching.

Successes: All staff received professional learning for the implementation of California Common Core State Standards (CCSS) for English Language Arts (ELA)/ English Language Development (ELD), Mathematics, and New Generation Science Standards (NGSS).

Challenges: COVID-19 impacted the actions and services as the staff had to transition to virtual instruction and provide standards-based lessons online to students. The implementation of virtual learning disrupted the scheduled Professional Learning sessions for staff.

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.

Successes: All staff received professional learning to implement working effectively with English Learners.

Challenges: COVID-19 impacted the actions and services as the Professional Learning calendar was modified significantly when in-person instruction was ceased, and all interactions were virtual and online.

Action 1.4. Improve instruction by increasing the implementation of Project-Based Learning in connection to the existing innovation lab. A .25 FTE Technology Support Specialist supports them.

Successes: Planning for Project-Based Learning in connection to the existing makerspace lab had taken place.

Challenges: COVID-19 impacted the actions and services as all in-person instruction was ceased and staffing needs changed due to the virtual learning environment.

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.

Successes: Students were issued 1:1 Devices, and instructional technology was increased by implementing the online learning portal, Edgenuity. Google apps were introduced at GHCS and implemented fully.

Challenges: Online safety restrictions and concerns with internet access made the implementation of Google apps at JDF unable to be conducted during the 2019-2020 school year.

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.

Successes: Monthly walkthroughs were conducted with all staff. The creation of a walkthrough observation form was developed.

Challenges: Due to COVID-19, in-person walk-throughs were discontinued, and all instruction and observations were conducted via zoom.

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

Successes: Both integrated and designated ELD instruction was offered during core instructional time.

Challenges: COVID-19 impacted designated ELD instructional time as in-person instruction was ceased.

Action 1.8 Provide Professional Learning and coaching on how to best work with ELLs.

Successes: All staff received professional learning on how to best work with ELLs. During COVID-19, all Professional Learning transitioned to a virtual platform.

Challenges: There were no challenges identified for this action.

Action 1.9. Introduce an administrative position tasked to provide coaching to teachers and overall instructional guidance (funded through LCAP at .50 FTE)

Successes: This action was implemented fully, which provided coaching to teachers and overall instructional guidance.

Challenges: There were no challenges identified for this action.

Action 1.10 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.
This action was not implemented due to staffing updates.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 5.</p> <p>The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the individual learning plans</p> <p>19-20 15% over baseline</p> <p>Baseline 56% baseline 2016/17</p>	<p>67% of students reported that the school involves them in the development, review and ongoing monitoring of the individual learning plans. This was an increase of 11 percentage points, but did not reach the expected increase of 15 points.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 5.</p> <p>The percentage of students who report that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other)</p> <p>19-20 15% over baseline</p>	<p>81% of the students reported 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) showing an increase of 17 percentage points over baseline.</p> <p>Goal Met</p>

Expected	Actual
<p>Baseline 64% baseline 2016/17</p> <p>Metric/Indicator Priority 3, 5.</p> <p>The percentage of parents who report that the school prepares their student for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other)</p> <p>19-20 15% over baseline</p> <p>Baseline 45 % baseline 2016/17</p>	<p>76% of the parents responded that the school prepares their student for a successful transition to their next milestone.</p> <p>Goal Met.</p>
<p>Metric/Indicator Priority 3.</p> <p>The percentage of parents who report that the school involves them in the development of their students' individual learning plan</p> <p>19-20 15% over baseline</p> <p>Baseline 52% baseline 2016/17</p>	<p>100% of parental responses indicated that the school involves them in the development of their students' individual learning plan.</p> <p>Goal Met.</p>
<p>Metric/Indicator Priority 5.</p> <p>The percentage of students staying four or more days in JDF who are provided Transition Education Services will increase by 1% over baseline as measured by Student Support Specialists' logs.</p> <p>19-20 1% Over baseline</p>	<p>100% of eligible students receive transitional services.</p> <p>Goal Met.</p>

Expected	Actual
<p>Baseline 98% baseline 2016/17</p> <p>Metric/Indicator Priority 5.</p> <p>The number of days between release from JDF and enrollment in their home school for all eligible students to minimize the number of absences.</p> <p>19-20 Average of 3 days or less.</p> <p>Baseline Baseline an average of 4.7 days.</p>	<p>The average for the fall semester was 5.2 days. Due to COVID during the spring semester, students were not released from JDF back to in person instruction which impacted the ability to track enrollment in their home school.</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 3.</p> <p>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.</p> <p>19-20 4 events</p> <p>Baseline 1 event held during the 2016/17 school year</p>	<p>One family related event was held during the fall semester. Based on California Public Health and Solano County Health restrictions, All second semester in person events were canceled due to COVID-19. While COVID-19 did impact in person engagement, staff was able to provide outreach to families and address their needs for technology, instructional materials and family resources on a daily basis</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 9.</p> <p>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.</p>	<p>The Plan for Expelled Students was reviewed in January 2020 together with the participating districts and charter school representatives. The plan will be presented to the school site council, parent and student representatives and probation staff.</p> <p>Goal Met</p>

Expected	Actual
19-20 The plan will be reviewed by June 2020 Baseline The plan was last reviewed in August 2016	
Metric/Indicator [Intentionally blank] 19-20 [Intentionally blank] Baseline [Intentionally blank]	[Intentionally blank]
Metric/Indicator [Intentionally blank] 19-20 [Intentionally blank] Baseline [Intentionally blank]	[Intentionally blank]
Metric/Indicator [Intentionally blank] 19-20 [Intentionally blank] Baseline [Intentionally blank]	[Intentionally blank]
Metric/Indicator [Intentionally blank] 19-20 [Intentionally blank] Baseline [Intentionally blank]	[Intentionally blank]

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	2000-2999: Classified Personnel Salaries Unrestricted General Fund \$111,861	2000-2999: Classified Personnel Salaries Unrestricted General Fund \$117,853

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>aspect of our obligations as the County Office of Education under Priority 9.</p> <p>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.</p> <p>Action 1.3. Increase our support of student attendance by improving educational transition planning services for a smooth and fast transition.</p> <p>Action 1.4. Improve student outcomes by having teachers, students, and Student 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 an academic perspective, but also from a social-emotional perspective.</p> <p>Action 1.5 Use the Student Services Network to review our transition services, develop recommendations for improvement, and implement recommendations.</p> <p>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.</p>	<p>3000-3999: Employee Benefits Unrestricted General Fund \$48,210</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$800</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$1,540</p> <p>5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$3,201</p> <p>7000-7439: Other Outgo Unrestricted General Fund \$16,147</p>	<p>3000-3999: Employee Benefits Unrestricted General Fund \$50,881</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$47</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$721</p> <p>5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$2,081</p> <p>7000-7439: Other Outgo Unrestricted General Fund \$10,428</p>
[Intentionally blank]	N/A N/A N/A	N/A N/A N/A
[Intentionally blank]	N/A N/A	N/A N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	N/A	N/A
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A
	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are no material/significant differences between budgeted funds and actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2: The goal of providing educational transition services to students continues to be a high priority and 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 are critical. Annual measurable outcomes for the 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. The onset of COVID-19 in the second half of the school year did pose new challenges and barriers for the students and families while providing these essential services.

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.

Successes: The annual review was conducted, and the Countywide Plan for Expelled Students was updated to adjust to changing needs by June 2020.

Challenges: There were no challenges identified for this action.

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.

Successes: The JCCS staff did increase its outreach to families by organizing informational nights at JDF and for family check-ins at their weekly visitation time.

Challenges: The actions and services were impacted by COVID-19 as the GHCS staff had to transition to virtual instruction, which influenced the model's planning and implementation. All visitation at JDF was discontinued when COVID-19 was identified, and students' meetings with families moved to a virtual setting.

Action 1.3. Increase our support of student attendance by improving educational transition planning services for a smooth and fast transition.

Successes: The Student Support Specialist (SSS) has contributed to increasing attendance by reaching out to parents, families, and students individually while building a solid relationship to provide the necessary services for each student.

Challenges: Due to COVID-19, the program's families have experienced difficulties with work, childcare, and other resources. COVID-19 presented challenges with making contact with parents and families in a virtual setting and providing resources while following the CDC guidance for safety and protocols.

Action 1.4. Improve student outcomes by having teachers, students, and Student 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 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.

Successes: Staff met three times per year to review and revise student's Individual Learning Plans. Discussions were based on each student's academic and social-emotional progress.

Challenges: Due to COVID-19, staff could not meet in person. The staff moved to a virtual setting and continued those meetings online.

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

Successes: All school districts in Solano County participate in monitoring the effectiveness of transition services for students.

Challenges: Due to COVID-19 in-person meetings were not conducted.

Action 1.6 A full-time Student Support Specialist will be funded through Title I and Solano County Probation contribution at JDF and a full-time student support specialist at GHCS funded through LCAP.

Successes: This action and service were fully implemented.

Challenges: There were no challenges identified for this action.

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
<p>Metric/Indicator Priority 8.</p> <p>Percentage of all students exploring career options using California Career Zone, Road Trip Nation and Junior Achievement</p> <p>19-20 Maintain 100%</p> <p>Baseline 100% baseline 2016-17</p>	<p>100% of students explored career options using California Career Zone, Road Trip Nation and Junior Achievement.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 8.</p> <p>Percentage of all eligible students participating in job shadow/industry speaker activities with local employers/trainings</p> <p>19-20 Maintain 100%</p> <p>Baseline 100% baseline 2016-17</p>	<p>100% of all eligible students participated in job shadow/industry speaker activities with local employers during the fall semester. This service was affected by school closures due to the coronavirus.</p> <p>Goal Met</p>

Expected	Actual
<p>Metric/Indicator Priority 8.</p> <p>Percentage of all students participating in financial literacy workshops covering budgeting, credit, savings, and investments</p> <p>19-20 Maintain 100%</p> <p>Baseline 100% baseline 2016-17</p>	<p>100% of students participated in financial literacy workshops covering budgeting, credit, savings, and investments.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 8.</p> <p>Increase the number of student testing for the California Food Handlers Certification in the Challenge program.</p> <p>19-20 Maintain 100%.</p> <p>Baseline 100% baseline 2016-17 at the Challenge program</p>	<p>100% of the students in the Challenge program completed the certification within the time span allowed by the school closures.</p>
<p>Metric/Indicator Priority 8.</p> <p>The percentage of students who report that the school effectively provides them with career readiness workshops as measured by the LCAP Student Survey</p> <p>19-20 Increase 9% over baseline</p> <p>Baseline 56% baseline 2016-17</p>	<p>The percentage of students who reported that the school effectively provides them with career readiness workshops as measured by the LCAP Student Survey was 50%.</p> <p>Goal Not Met</p>
<p>Metric/Indicator</p>	<p>The percentage of students who reported that the career readiness instruction demonstrates a connection to real life as</p>

Expected	Actual
<p>Priority 8.</p> <p>The percentage of students who report that the career readiness instruction demonstrates a connection to real life as measured by the LCAP Student Survey</p> <p>19-20 Increase 9% over baseline</p> <p>Baseline 37% baseline 2016-17</p>	<p>measured by the LCAP Student Survey was 43%, with an increase of 6 percentage points over baseline. Goal Not Met</p>
<p>Metric/Indicator [Intentionally blank]</p> <p>19-20 [Intentionally blank]</p> <p>Baseline [Intentionally blank]</p>	<p>[Intentionally blank]</p>
<p>Metric/Indicator [Intentionally blank]</p> <p>19-20 [Intentionally blank]</p> <p>Baseline [Intentionally blank]</p>	<p>[Intentionally blank]</p>
<p>Metric/Indicator [Intentionally blank]</p> <p>19-20 [Intentionally blank]</p> <p>Baseline [Intentionally blank]</p>	<p>[Intentionally blank]</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p> <p>Action 1.3. Continue to provide financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.</p> <p>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.</p> <p>.</p> <p>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.</p> <p>Action 1.6. In collaboration with the Workforce Development department, SCOE will support GHCS's students with work-based learning experiences.</p> <p>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.</p>	<p>1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$67,455</p> <p>2000-2999: Classified Personnel Salaries Unrestricted General Fund \$44,947</p> <p>3000-3999: Employee Benefits Unrestricted General Fund \$40,176</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$400</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$7,550</p> <p>5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$3,052</p> <p>7000-7439: Other Outgo Unrestricted General Fund \$15,950</p>	<p>1000-1999: Certificated Personnel Salaries Unrestricted General Fund \$59,334</p> <p>2000-2999: Classified Personnel Salaries Unrestricted General Fund \$47,472</p> <p>3000-3999: Employee Benefits Unrestricted General Fund \$42,289</p> <p>4000-4999: Books And Supplies Unrestricted General Fund \$0</p> <p>5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$3,312</p> <p>5700-5799: Transfers Of Direct Costs Unrestricted General Fund \$2,971</p> <p>7000-7439: Other Outgo Unrestricted General Fund \$15,097</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are no material/significant differences between budgeted funds and actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3: The goal of increasing career readiness services provided to students continues to be a high priority and focus area due to the transient nature of the student population served in our programs. Career Readiness services to support students as they navigate the work world are critical. The onset of COVID-19 did pose new challenges and barriers for the students and families while providing these essential services.

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.

Successes: Students in attendance participated in virtual field trips and lessons/activities regarding career planning.

Challenges: Due to COVID-19 closures, students had limited career exploration options. Additionally, prescribing California Career Zone, Road Trip Nation, and Junior Achievement limits career exploration tools. These three career exploration tools are not

appropriate for all students. Suggest going forward that a student-centered planning approach is taken with each student and tools and activities for career exploration be tailored to the individual student.

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 results from a partnership between SCOE and Probation and is scheduled to start in July.

Successes: Introduction to Construction Trades course at GHCS has begun. Curriculum models in masonry, cement, electrical, and plumbing have been purchased and the instructor received training on model delivery. Students are also learning woodworking and are beginning to build planter boxes for the students in special education programs through a partnership program. In JDF, despite classroom limitations, the Introduction to Construction Trades course was made available to students prior to Covid-19 and after March 2021 in person. Students are building planter boxes, birdhouses, and chess boards while utilizing skills in measurement, hand tool use, and safety. The instructor is a National Center for Construction Education and Research (NCCER) Certified Proctor and to date, 3 students in JDF received NCCER Core certification.

Challenges: Due to classroom modifications required by probation at Evergreen Academy and the ability of their staff to schedule the necessary work, the Introduction to Construction Trades classroom has not been completed thus limiting the full spectrum of the curriculum to be delivered. There is a plan in place to complete the classroom set-up in partnership with Solano County Probation.

Action 1.3. Continue to provide financial literacy instruction for students in JCCS programs, including budgeting, credit, and savings and investments.

Successes: All students in attendance participated in various financial literacy lessons over the course of many weeks. This is one of the more popular Work Ready activities for students.

Challenges: Although there have been some challenges in implementing technology and virtual platforms, some lessons have continued virtually when the internet and schedule are allowed.

As time goes on, SCOE's College and Career Readiness (CCR) Department will provide essential skills workshops that meet students' requirements to earn a Work Ready! Certificate (WRC). Since there are a minimum number of hours and workshops, the students must participate in to receive the WRC, SCOE CCR Department is exploring ways to provide WRC to all youth that leave JDF.

Action 1.4. Continue to expand Work Ready "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.

Successes: All students in attendance participated in various Work Ready lessons over the course of many weeks. As part of the Work Ready workshops, students received instruction in one or more of the following: time management, resume writing, job search and application cover letters, work ethic, customer service, teamwork, appropriate dress, interview techniques, and mock interviews.

Challenges: Although there have been some challenges in implementing technology, lessons have continued virtually when the internet and schedule are allowed.

In the future, SCOE's CCR Department will continue to provide essential skills workshops that meet students' requirements to earn a WRC. Since there is a minimum number of hours and workshops, the students must participate in to receive the WRC, SCOE CCR Department is exploring ways to provide WRC to all youth that leave JDF. WRC workshop topics include financial literacy, time

management, resume writing, job search and application cover letters, work ethic, customer service, teamwork, appropriate dress, interview techniques, and mock interviews.

Action 1.5. Revisit the work-ready certification to meet the requirements as part of the College/Career Indicator (CCI). SCOE's College and Career Readiness Department updated the courses based on input from the local Chambers of Commerce. Once hired, our new College and Career Development Specialist (formally Vocational Specialist) will update the course in collaboration with SCOE's Workforce Development department.

Successes: The SCOE's CCR Department utilized current research and input from the local Chambers of Commerce and Workforce Development Board to update the Work Ready program and its lessons. The Work Ready! Certificate program meets the CCI certificate program's requirements since it is recognized by the local Chambers of Commerce and the Workforce Development Board of Solano County at the local level. All students in attendance received a certificate identifying the completed sessions.

Challenges: COVID-19, internet connectivity, and the transition to virtual learning caused interruptions in this delivery of instruction. Going forward, the College and Career Readiness (CCR) Department will provide essential skills workshops that meet requirements for students to earn a Work Ready! Certificate (WRC). Since there are a minimum number of hours and workshops, the students must participate in to receive the WRC, the SCOE CCR Department is exploring ways to provide WRC to all youth that leave JDF.

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

Successes: Students in attendance have participated in work-based learning activities, such as virtual field trips.

Challenges: Due to COVID-19, work-based learning has been limited in the types of activities generally available to students.

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

Successes: The College and Career Development Specialist (CCDS), formally Vocational Specialist, is fully integrated into JCCS and works collaboratively with JCCS staff to provide employment-related skills to students. Additionally, SCOE secured a team of Airmen mentors from Travis Air Force Base to provide relevancy of school and employment to GHCS students. These mentors connected school with success and opportunities. GHCS Students were engaged with mentors. The CCDS also offers work-based learning activities and access to complete the Serv-Safe Food Handlers certification.

Challenges: Due to COVID-19, students no longer had access to Airmen mentors. COVID-19 limited the types of work-based learning opportunities generally available to students in person.

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. Average daily attendance 19-20 Increase 3% over baseline Baseline 67% baseline 2016-17	The average daily attendance for the first semester 2019-20 was 60% Goal Not Met
Metric/Indicator Priority 6. The suspension rate for JCCS students will decrease by 15% from the baseline. 19-20 Decrease 15% from baseline Baseline 31% baseline 2016-17	The suspension rate for the first semester 2019-20 is 11% Goal Met
Metric/Indicator Priority 5.	Chronic absenteeism for 2018-19 was 46.7%.

Expected	Actual
<p>The chronic absence rate will decrease by 9% from the baseline.</p> <p>19-20 Decrease 9% from baseline</p> <p>Baseline 68% baseline 2016-17</p>	<p>Goal Met</p>
<p>Metric/Indicator Priority 6.</p> <p>The percentage of students who on the most recent California Health Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there.</p> <p>19-20 Increase 15% over baseline</p> <p>Baseline 55% baseline 2017-18</p>	<p>The percentage of students who on the 2019-20 California Health Kids Survey (CHKS) reported that they feel there is a teacher or adult who notices them when they are not there was 70% with an increase of 15 percentage points over baseline.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 6.</p> <p>The percentage of students who on the most recent CHKS report that they feel safe at school.</p> <p>19-20 Increase 15% over baseline</p> <p>Baseline 39% baseline 2017-18</p>	<p>The percentage of students who on the 2019-20 CHKS reported that they feel safe at school was 46% with an increase of 7 percentage points.</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 6</p>	<p>The percentage of students who on the 2019-20 CHKS reported that there is a teacher or adult who really cares about them was 62% with an increase of 15 percentage points over the baseline.</p> <p>Goal Met</p>

Expected	Actual
<p>The percentage of students who on the most recent CHKS report that there is a teacher or adult who really cares about them.</p> <p>19-20 Increase 15% over baseline</p> <p>Baseline 47% baseline 2017-18</p>	
<p>Metric/Indicator Priority 6.</p> <p>The percentage of students who on the most recent CHKS report that they feel like they are a part of their school.</p> <p>19-20 Increase by 15% over baseline</p> <p>Baseline 39% baseline 2017-18</p>	<p>The percentage of students who on the 2019-20 CHKS reported that they feel like they are a part of their school was 38%. w</p> <p>Goal Not Met</p>
<p>Metric/Indicator Priority 6.</p> <p>The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs.</p> <p>19-20 Increase 15% over baseline</p> <p>Baseline 32% baseline 2016-17</p>	<p>The percentage of students who on the LCAP Student Survey reported that the school supports their social-emotional needs was 48%.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 6.</p>	<p>The percentage of parents who on the LCAP Parent Survey reported that the school provides their child extra help when they are struggling socially or emotionally was 71%.</p> <p>Goal Met</p>

Expected	Actual
<p>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.</p> <p>19-20 15% over baseline</p> <p>Baseline 45% baseline 2016-17</p>	
<p>Metric/Indicator Priority 5d and 5e</p> <p>Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools context. The Juvenile Court and Community Schools (JCCS) do not generate a dropout rated based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.</p>	N/A
<p>Metric/Indicator Priority 6b</p> <p>Note: The students referred to the JCCS have already been expelled or remanded to the Juvenile Detention Facility (JDF) program. They would not be expelled further</p>	[Intentionally blank]
<p>Metric/Indicator [Intentionally blank]</p> <p>19-20 [Intentionally blank]</p> <p>Baseline [Intentionally blank]</p>	[Intentionally blank]
<p>Metric/Indicator [Intentionally blank]</p>	[Intentionally blank]

Expected	Actual
19-20 [Intentionally blank] Baseline [Intentionally blank]	
Metric/Indicator [Intentionally blank] 19-20 [Intentionally blank] Baseline [Intentionally blank]	[Intentionally blank]

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.1. Provide support services to students at Community School with a focus on Trauma-Informed Care and Support.	4000-4999: Books And Supplies Unrestricted General Fund \$1,500	4000-4999: Books And Supplies Unrestricted General Fund \$274
Action 1.2. The student support specialist at GHCS will provide emotional learning and social skills group facilitation.	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$3,500	5000-5999: Services And Other Operating Expenditures Unrestricted General Fund \$521
Action 1.3. Students who require more intensive counseling will be referred to an Marriage and Family Therapist (MFT) from the Student and Program Support department. This 0.3 FTE professional will be funded through LCAP.	7000-7439: Other Outgo Unrestricted General Fund \$488	7000-7439: Other Outgo Unrestricted General Fund \$78
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 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.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p> <p>Action 1.7. Continue to implement a School Attendance Review Board (SARB) with relevant community partners to address student attendance and behavioral issues.</p> <p>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.</p> <p>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.</p> <p>Action 1.10. Train teaching and support staff in Mental Health First Aid.</p> <p>Action 1.11. Offer after-school enrichment activities for students such as dance instruction, music instruction, poetry workshops, etc.</p> <p>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)</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There are no material/significant differences between budgeted funds and actual expenditures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4: The goal of increasing social-emotional support to students continues to be a high priority and focus area due to the amount of trauma the student population served in our programs has experienced. Social-Emotional services to support students as they attend school are critically important. The onset of COVID-19 did pose new challenges and barriers for the students and families while providing these essential services.

Action 1.1. Provide support services to students at Community School with a focus on Trauma-Informed Care and Support. Successes: One full-time Student Support Specialist (SSS) and one part-time Student Wellness Specialist proved universal, comprehensive behavior health screening at the state and mid-year. Support services included offering a universal, comprehensive behavioral health screening at the start and mid-year. For those students who were identified as needing additional support SCOE staff offered virtual therapeutic services by the Student Wellness Specialist, who is a Licensed Marriage and Family Therapist with a specialization in trauma-informed care. Additionally, the SSS provided frequent check-ins and case management services to all students.

Challenges: Due to COVID-19, screening and Telehealth Services needed to be offered on a virtual platform. There were some initial technical barriers regarding access to the screening and consent forms that required information technology (IT) intervention. Students quickly developed Zoom fatigue and thus were less likely to engage in Telehealth Therapy since that meant additional screen time. While attendance was often sporadic, SCOE staff continued to offer appointments.

Action 1.2: The Student Support Specialist (SSS) at GHCS will provide emotional learning and social skills group facilitation.

Successes: The SSS at GHCS did provide weekly emotional learning and social skills groups.

Challenges: Due to COVID-19, the transition to virtual emotional learning and social skills groups did impact the continuity of the group implementation.

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.

Successes: Successes included SCOE staff coordinating the referral process, and the quick transition to the platform where secure HIPPA compliant Telehealth could be offered, and mandated forms could be easily shared with students/families.

Challenges: Due to COVID-19, a key challenge related to ensuring privacy and confidentiality on the virtual platform was also an issue at times due to multiple family members sharing space within the home; at times, sessions had to be cut short when a student could not access private space for the entirety of the therapy sessions.

Action 1.4: Improve SCOE Staffs' ability to increase attendance at the Community School by increasing accuracy in tracking absenteeism and intervening in a timely fashion. The Student Support Specialist (SSS) and 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 English learners who tend to have fewer resources to support their achievement when missing school.

Successes: The SSS participated in weekly student attendance review sessions with the Student Attendance Liaison and administration team. Students identified as having chronic absences received outreach support to encourage classroom instruction participation. Students received one-on-one counseling support from the SSS concerning their academic progress and encouragement to attend classes daily. Probation officers collaborated with the SSS to develop a plan of action to encourage consistent attendance. The Language Line enabled teachers, administrators, and SSS to communicate with English language learners' families effectively.

Challenges: Communicating with families who have experienced a disconnection of their cell phone or home phone services during COVID-19 created a significant barrier in this area. Overcoming the fear parents experience communicating with probation officers is challenging when students are having trouble attending school. These officers had limited opportunities to engage with families in person due to COVID-19.

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

Successes: At the start of the school year, staff was trained in Trauma and Attachment Informed Care. This in-depth training discussed the impacts of trauma on the developing brain and how this translates to the classroom and learning. Staff learned strategies and tips to aid in supporting youth with complex trauma histories and significant attachment disruptions. Additionally, our

Student Wellness Specialist and Clinical Supervisor offered periodic consultation sessions to support staff regarding their self-care management and how best to support students.

Challenges: Due to COVID-19, training was offered virtually.

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.

Successes: All staff received training in Positive Behavior Intervention and Support system aligned with the MTSS model. All staff received training to focus on Restorative Justice principles as an alternative to suspension.

Challenges: There were no challenges identified for this action.

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

Successes: A School Attendance Review Board was established and implemented to address student attendance and behavioral issues.

Challenges: COVID-19 did provide a significant challenge in this area with contact with parents/families and the need to transition to meet with them virtually.

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

Successes: The parent Project program was established and developed for the school year. Implementation was halted due to the COVID-19 pandemic.

Challenges: Due to COVID-19, the Parent Project would have to be offered virtually. This more intensive program was unable to be rolled out due to a virtual lack of response with engagement.

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.

Successes: Staff planned a monthly electronic newsletter to improve communication between the school and families.

Challenges: Due to COVID-19, improving communication between school and families was impacted, and families' contact was shifted to individual and personal communication.

Action 1.10: Train teaching and support staff in Mental Health First Aid.

Successes: Teaching and support staff were prepared to attend an in-person Mental Health First Aid training.

Challenges: Due to COVID-19, the Youth Mental Health First Aid training was unable to be offered for the second half of the school year because virtual training was unavailable. There were also numerous technical and logistical difficulties with the platform that created staff training barriers to conduct the model virtually.

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

Successes: Staff planned enrichment after-school activities.

Challenges: Due to COVID-19, the offering of after-school enrichment activities was placed on hold as all in-person instruction and activities were ceased.

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)

Successes: Staff provided outreach to faith-based community organizations to address equity and race issues.

Challenges: Due to COVID-19, contact and future steps to address equity and race issues for students were placed on hold.

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:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 10.</p> <p>There will be an increase of ten services provided by SCOE student wellness specialist who is co-located at Child Welfare Services (CWS).</p> <p>19-20 Increase by ten services over baseline.</p> <p>Baseline There were 149 services provided by the Student Wellness Specialist.</p>	<p>SCOE staff provided 450 services including services such as request for educational records, technical assistance, back packs with school supplies, identification of students eligible for Free Application for Federal Student Aid (FAFSA) and facilitation of support, and linkage to school sites. The actual number of services exceeds the baseline by 301.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 10.</p> <p>There will be an increase of four new members added to the membership and communication of the Solano County Foster Youth Educational Planning Team (FYEPT). The baseline is 64 current members on the roster.</p> <p>19-20 Increase by four new members and communication over baseline.</p>	<p>There are currently 69 members on the FYEPT outreach list. This exceeds the baseline by 5 members.</p> <p>Goal Met</p>

Expected	Actual
<p>Baseline There were 64 members on the Solano County Foster Youth Educational Planning Team.</p>	
<p>Metric/Indicator Priority 10.</p> <p>There will be an increase in the number of trainings, professional learning, 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.</p> <p>19-20 Increase by five the number of trainings, professional learning, and technical assistance opportunities</p> <p>Baseline 15 trainings, professional learning, and technical assistance opportunities.</p>	<p>29 unduplicated services were provided to our community partners including district staff, Child Welfare Services, Court Appointed Special Advocates (CASA), Foster Youth Educational Planning Team Stakeholders (FYEPT), and Solano County Juvenile Detention Facility (JDF). Topics included Trauma-Informed Practices, Commercially Exploited Children and Youth (CSEC), Positive Behavior Intervention and Support (PBIS), Foster and homeless, FAFSA and financial aid, and Resilience. Overall, there was an increase of 14 services offered from the previous school year.</p> <p>Goal Met</p>
<p>Metric/Indicator Priority 10</p> <p>Collaborate with Child Welfare Services on the development of a process to support district requests for verification of 19-digit code derived in Child Welfare Services/Case Management System (CWS/CMS) to support California Longitudinal Pupil Achievement Data System (CALPADS) verification. The 19-digit code is a unique identifier assigned to each foster youth in the Child Welfare database, CWS/CMS.</p> <p>19-20 N/A</p>	<p>SCOE and Child Welfare Services collaborated to support districts requests on an as needed basis.</p> <p>Goal Met</p>

Expected	Actual
Baseline N/A	
Metric/Indicator Text 19-20 Text Baseline Text	[Intentionally blank]
Metric/Indicator Text 19-20 Text Baseline Text	[Intentionally blank]
Metric/Indicator [Intentionally blank] 19-20 [Intentionally blank] Baseline [Intentionally blank]	[Intentionally blank]

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.1: Increase the number of services to support homeless and foster students provided by a 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.	The cost for the action is included as part of our regular Foster Youth staff duties. 0 See below	The cost for the action is included as part of our regular Foster Youth staff duties. 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1.2: 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.	The cost for the action is included as part of our regular Foster Youth staff duties. 0 See below	The cost for the action is included as part of our regular Foster Youth staff duties. 0
<p>Action 1.3: Increase the number of trainings, and Professional Learning, and technical assistance opportunities for SCOE staff, foster and homeless youth liaisons, and partner agencies including Child Welfare Services, related to the 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 learning 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 CSEC.</p> <p>SCOE will be providing CSEC 101, as well as consulting with districts, to address a continuum of care.</p>	The cost for the action is included as part of our regular Foster Youth staff duties. 0 See below	The cost for the action is included as part of our regular Foster Youth staff duties. 0
Action 1.4: SCOE will be providing CSEC 101, as well as consulting with districts to address a continuum of care.	The cost for the action is included as part of our regular Foster Youth staff duties. 0	The cost for the action is included as part of our regular Foster Youth staff duties. 0
Action 1.5: 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. The plan to address the issue included the identification of a point of contact at Child Welfare Services that will provide the code upon request. SCOE staff will facilitate communication between the districts and Child Welfare Services.	The cost for the action is included as part of our regular Foster Youth staff duties. 0 N/A N/A	The cost for the action is included as part of our regular Foster Youth staff duties. 0 N/A N/A
[Intentionally blank]	N/A N/A N/A	N/A N/A N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
[Intentionally blank]	N/A	N/A
	N/A	N/A
	N/A	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For Action 5 no funds were expended out of the LCAP as the cost for this action is included as part of the regular SCOE Foster Youth staff duties.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5: Closing the achievement/opportunity gap for foster and homeless students continues to be a high priority for SCOE. Many Foster Youth experience an array of challenges related to trauma, such as removal from parents/caregivers and frequent placement changes while in foster care. Subsequently, many homeless students experience similar trauma, including changes in housing and lack of stable housing, access to essential resources, and increased mental and physical health needs. These factors contribute to poorer statewide outcomes than their peers, such as chronic absenteeism, suspensions, and graduation rates. These considerations were considered during the development of the actions for foster youth and homeless youth. The actions support systems and a capacity-building approach, including professional learning, technical assistance to LEAs, community partnerships, direct support to Child Welfare Services personnel, and the expansion of Commercially Sexually Exploited Child (CSEC) efforts. This approach provides an effective strategy to meet the goal for foster youth and homeless youth.

Action 1.1: 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.

Successes: SCOE has been able to continue to provide services that support foster and homeless students. SCOE staff was co-located at Child Welfare Services (CWS) and provided direct support from social workers. Co-location provided for integrating SCOE staff into the CWS culture and organization. Although the staff was removed from Child Welfare Services' physical space due to COVID 19, services and collaboration continued. SCOE and CWS developed a plan to continue services via email, telephone, and virtual platforms.

Challenges: There were no challenges identified for this action.

Action 1.2: 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.

Successes: The Foster Youth Education Planning Team met in person for bi-monthly meetings. During each session, participants were provided an opportunity to identify new prospective members, and efforts were made to engage them. Some of the new participants include Solano Community College, Solano Pride Center, youth participants, and Travis Credit Union. SCOE was able to navigate the challenge of COVID 19, and meetings are held bi-monthly and hosted in a virtual format.

Challenges: Due to COVID-19, the remaining in-person meetings were canceled to ensure participants' safety. COVID-19 temporarily impacted communication and outreach efforts.

Action 1.3: Increase the number of trainings, Professional Learning, 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 CSEC.

Successes: SCOE had started the transition to the utilization of online tools such as Zoom and Telehealth. SCOE hired a clinical supervisor who supported the expansion of CSEC and mental health offerings. As a result of the efforts that SCOE had made, an easy transition was made to supporting professional development, training, and technical assistance through virtual web-based platforms. During each session, stakeholders provided feedback on the topics that they were interested in for the upcoming sessions.

Challenges: Some of the initial difficulties included canceling some in-person training while the online platforms were incorporated into the process. SCOE was able to outreach to districts and provide support based on their individual needs. An identified challenge was the district's capacity to add new activities while they were attempting to navigate distance learning and technology needs for students.

Action 1.4: SCOE will be providing CSEC 101, as well as consulting with districts to address a continuum of care.

Successes: In 2019, SCOE continued to support the CSEC prevention efforts. The SCOE Clinical Director served as the Co-Chair of the Solano County Mental Health CSEC subcommittee. In May 2019, SCOE staff provided CSEC awareness and prevention training to Travis Unified School District (TUSD) staff. The training was introduced to prepare school staff before implementing the PROTECT curriculum. SCOE staff taught the CSEC curriculum to all 7th graders at Golden West Middle school in TUSD. CSEC training has also been provided to Opportunity House, Court Appointed Special Advocates and Juvenile Detention Facility educational staff between September and October 2019. Additionally, SCOE provided the following CSEC trainings during the 2019/20 school year:

Travis Unified School District, CSEC 101 Training, 7/30/19 Vacaville Unified School District, CSEC 101 Training, 9/4/19 Solano County Juvenile Detention Facility (JDF), CSEC 101, 9/4/19 Golden Hills Community school, CSEC 101 Training, 9/11/19 Vallejo, Human Trafficking Awareness Month Event, 1/23/20 Fairfield, Human Trafficking Awareness Month Event, 1/29/20 Foster Kinship Conference, 3/6/20

Challenges: Due to COVID-19, SCOE had to navigate the new virtual environment and distance learning. For educators, the focus centered on implementing distance learning and supporting students/staff.

Action 1.5: 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. The plan to address the issue included identifying a point of contact at Child Welfare Services to provide the code upon request. SCOE staff will facilitate communication between the districts and Child Welfare Services. Successes: SCOE supported all-district requests for verifying the 19-digit code through collaboration with the Child Welfare point of contact. A process has been put in place to address district requests for verification. Challenges: There were no challenges identified for this action.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Wellness Specialist, who is a licensed clinician, will provide multi-tiered level of mental health services to include screening, assessment and direct services including foster youth, English learners and low-income students.	\$75,320	\$76,528	Yes
Student Support Specialist will provide multi-tiered academic support, along with mental health support to include daily check ins, identification of needed community resources including foster youth, English learners and low-income students.	\$139,000	\$141,984	Yes
College and Career Readiness Vocational Specialist will provide activities and services that support students in career exploration and attaining work readiness skills.	\$56,000	\$51,265	Yes
Assistant Director, College and Career Readiness, will support the implementation and delivery of high-level Career Technical Education.	\$64,000	\$64,714	Yes
Program Manager, Workforce Development, will supervise the Vocational Specialist, and based on students' needs, will provide additional resources and co-enrollment into other supportive programs.	\$12,200	\$2,959	Yes
Director, Innovative Programs and Student Success, will oversee the implementation of monthly academic assessment programs, and the annual assessments of English learners.	\$23,600	\$23,576	Yes
[Intentionally blank]	N/A	N/A	N/A
[Intentionally blank]	N/A	N/A	N/A

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[Intentionally blank]	N/A	N/A	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

N/A

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

COVID-19 impacted In-Person Instruction during the 2020-2021 school year. To ensure equitable access to In-Person instruction, SCOE developed and implemented a phase-in model approach to reopening classrooms to students. The phased plan provides students, parents, and staff members safety. All the plan steps complied with local, state, and federal guidelines for safety. In-Person Instruction experienced the following successes and challenges at Golden Hills Community School and Evergreen Academy:

Successes:

1. Intervention Support (Golden Hills/ Evergreen Academy)-Students meet with teachers for one-to-one sessions on Tuesdays and Thursdays. These sessions provide students with an opportunity to receive intervention support, review Instructional Learning Plans, and build relationships.
2. Direct Instruction (Golden Hills/ Evergreen Academy)-Teachers are provided with an opportunity to provide direct instruction in addition to the daily lessons that are taught via Zoom.
3. Relationship Building (Golden Hills/ Evergreen Academy)-Communication with students' families with academic challenges was improved. Parents and students can engage with the classroom teacher outside of the Zoom platform. This contributes to the students and families improving their classroom teacher relationships.
4. Social-Emotional Support (Golden Hills/ Evergreen Academy)- Students are provided with a space to share with their teachers their challenges with distance learning and receive support with managing their emotions. Feelings of isolation, loneliness, loss, and frustration are acknowledged and addressed according to a referral to the Student Support Specialist or Student Wellness Specialist.
5. The College and Career Development Specialist (CCDS) can continue to provide career readiness services virtually, and in person, these services include essential skills workshops that lead to receiving a Work Ready! Certification. Additionally, the College and Career Readiness Department have created virtual field trip opportunities.
6. The Introduction to Construction Trades instructor can provide the curriculum's safety component virtually through online learning. Both the CCDS and trades instructor have returned to in-person and still offer virtual services.

Challenges:

1. Transportation (Golden Hills)- Students with transportation issues are not consistent with attending their scheduled In-Person Instruction sessions.
2. COVID-19 Media Coverage/Community Reports (Golden Hills)-Parents would agree to In-Person Instruction and then reverse their decisions based upon the media reports concerning COVID-19. In-Person instruction was not stable, and participants' levels would vary each week.
3. There are limited work-based learning opportunities due to the current COVID environment. Providing instruction for the Introduction to Construction Trades virtually is challenging since most of the curriculum is based on hands-on learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Attendance Liaison will provide oversight and support with students not engaging in the digital learning format, or for students not attending school.	\$65,810	\$65974	Yes
Director of Student Services, Equity and Support will provide oversight with the JCCS program and support to ensure students have access to a full curriculum of substantially similar quality regardless of the method of instruction.	\$69,100	\$71359	Yes
Student Support Specialists - shared expense with in-person learning and pupil learning loss.	N/A	0	Yes
Director of Innovative Programs and Student Success - shared expense with in-person learning and pupil learning loss.	N/A	0	Yes
Assistant Director of College and Career Readiness - shared expense with in-person learning and pupil learning loss.	N/A	0	Yes
College and Career Vocational Specialist - shared expense with in-person learning and pupil learning loss.	N/A	0	Yes
Renaissance is the current assessment tool used to evaluate and analyze students' academic progress on a monthly basis.	\$6,850	\$5048	Yes
Edgenuity is the current online academic system to allow for credit recovery and progress toward high school graduation requirements.	\$14,700	\$14676	Yes
[Intentionally blank]	N/A	N/A	N/A
[Intentionally blank]	N/A	N/A	N/A
[Intentionally blank]	N/A	N/A	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

SCOE's Distance Learning Program in the 2020-2021 school encountered the following successes and challenges:

Continuity of Instruction

Successes:

1. Teachers can provide daily standards-based instruction through the utilization of Zoom.
2. Students can engage with Credit Recovery coursework virtually through Edgenuity.
3. Services for our English Learners and Students with Special Needs were met.
4. Assessments are conducted to evaluate students' achievement levels and support effective lesson planning and instruction.

Challenges:

1. Zoom Fatigue- Students often expressed their disappointment with not meeting with their teachers and classmates regularly in person.
2. Student Absences- Students who cannot attend in-person instruction sessions regularly miss the benefit of working with the classroom teacher in person. This also reduces the amount of intervention support that they can receive regularly.

B. Access to Devices and Connectivity

Successes:

1. 100% of students enrolled in Golden Hills Community School and Evergreen Academy have access to Chromebooks.
2. Community School students who do not have internet access at home were provided with MiFi devices.
3. 100% of students enrolled at Golden Hills Community School and Evergreen Academy can connect with their classroom teachers via Zoom.
4. Classroom Teachers, the Student Support Specialist, the Student Wellness Specialist, and the Administration Team delivered Chromebooks and MiFi's to Golden Hills Community School students' homes.

Challenges:

1. Theft/ loss of Chromebooks or MiFi devices.
2. Students experiencing Zoom fatigue being encouraged to log into their classes.

C. Pupil Participation and Progress

Successes:

1. At Evergreen Academy, All in One Devices were provided to support students' accessing their classes daily.
2. Student Support Specialists at Golden Hills Community School and Evergreen Academy meet with students weekly to review Instructional Learning Plans, Transcripts, and graduation progress.

3. Home visits were conducted by the Student Support Specialist, Student Wellness Specialist, and Administrators at Golden Hills Community School to encourage their continued participation with their classes.

4. The Attendance Support Liaison outreached to the parents of students absent from class at Golden Hills Community School.

Challenges:

1. Student absences due to family challenges with transportation and necessities such as food due to job losses.

2. Social-Emotional Challenges- Students missing the in-person classroom experience with their teachers and friends.

D. Distance Learning Professional Learning

Successes:

1. Teachers at both Golden Hills Community School and Evergreen Academy participate in monthly professional learning sessions focused on ELA, Math, Science, and PBIS via Zoom.

2. 100% of Golden Hills and Evergreen Academy teachers engaged with scheduled professional development opportunities.

Challenges:

1. There are no challenges with Distance Learning Professional Learning opportunities.

E. Staff Roles and Responsibilities

Successes:

1. Staff members are in 100% compliance with their designated roles and responsibilities.

Challenges:

1. There are no challenges with the roles and responsibilities of our staff members.

F. Support for Students with Unique Needs

Successes:

1. Assessments for students with Unique Needs have been conducted when needed in person.

2. IEP Meetings for students with Unique Needs were conducted via Zoom to maintain compliance.

Challenges:

1. There are no challenges with support for students with unique needs.

G. The College and Career Development Specialist (CCDS) will provide learning skills through Google Classroom referenced in the In-Person Instructional section.

Successes:

1. The CCDS has been providing Work Ready! Workshops and work-based learning activities via Zoom platform all school year.

Challenges:

1. Connectivity issues and scheduling issues have caused meeting cancellations.

H. Mental Health and Social and Emotional Well-Being

Successes:

1. Students could complete a virtual Behavioral Health screen that then aided in routing them to counseling services.

2. Telehealth sessions were offered to students and their families to continue counseling services virtually.
 3. A licensed clinician pushed into the virtual classroom every week to provide mental wellness lessons focusing on mindfulness.
 4. When a school tragedy occurred (death of a former student), the current students were given crisis de-brief support to process their emotions.
 5. Teachers and staff received mindfulness support within their staff meetings monthly. They were offered ongoing resources, including access to a website developed specifically for educators in the North Bay region.
- Challenges:
1. Access to Telehealth was sometimes hindered by technological glitches or by the student being unable to locate a confidential space for their session.
 2. Due to issues related to COVID, not all students could complete the Behavioral Health Screen.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff members will participate with professional learning sessions presented by Edgenuity. The professional learning sessions will focus on lesson planning, data analysis, support for English learners and intervention support.	\$3,000	\$450	Yes
[Intentionally blank]	0	0	N/A
[Intentionally blank]	0	0	N/A
[Intentionally blank]	0	0	N/A

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The substantive differences between the planned actions and budgeted expenditures for addressing learning loss was due to Edgenuity providing no cost professional learning. This item was originally budgeted based on pre-COVID professional learning estimated costs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

To address Pupil Learning Loss during the 2020-2021 school year, our program has focused on the following student groups:

English Language Learners

Successes:

1. English Learners are provided with instructional supports that assist them with accessing the curriculum. The use of technology has helped us include electronic resources that provide students with visual and auditory resources that support their English Language acquisition.

Challenges:

2. Golden Hills Community Students are limited to in-person instruction. Students at Evergreen Academy can engage with their teachers in person more frequently.

Low-Income Students

Successes:

1. Students identified as low-income participate in one on one and small group instruction sessions. The availability of these learning opportunities ensures that teachers can provide intervention support to learners who need additional instructional resources.
2. The Student Support Specialist at Golden Hills Community School shares community resources with students and their families that assist with basic needs such as food and clothing.
3. The SCOE Attendance Support Liaison provides families with information about community resources for free bus passes and other resources.
4. The program is self-paced and affords students the opportunity to work and complete coursework when their schedules permit outside of the regular school day.

Challenges:

1. The impact of COVID-19 for families regarding job losses or other forms of income reduction has contributed to students' added stress.
2. Some SCOE students have had to take on jobs to support their families to acquire their basic needs. Students who are working and attending school often experience more frequent absences due to physical exhaustion. The economic impact of COVID-19 is having a significant effect on SCOE families.

Foster/Homeless

Successes:

1. Foster and homeless students participate in one on one and small group instruction sessions. The availability of these learning opportunities ensures that teachers can provide intervention support to learners who need additional instructional resources.
2. The Foster and Homeless program staff are co-located at the Golden Hills Community School site. The Foster and Homeless program collaborates with the SSS at Golden Hills Community School to discuss community resources with students and their families that assist with basic needs such as food and clothing.
3. The Foster and Homeless staff meet regularly with Child Welfare staff and the Foster Kinship Care Association to collaborate on foster youth's needs and supports.
4. SCOE attends weekly interagency meetings with Child Welfare, Probation, Mental Health, and service providers to address foster youth's placement and service needs.
5. SCOE is instrumental in developing a virtual event to provide information on financial literacy, access to post-secondary, vocational resources, and support with completing the FAFSA. 100 foster and homeless students participated in the virtual event.

Challenges:

1. Due to COVID 19, students were not physically present in the school setting, and the need for support with basic needs and resources was not immediately apparent. Families who were once stable lost their jobs and basic needs increased. SCOE navigated the barriers through a transition process of phone check-ins with students and home visits by a Student Support staff.

Pupils with Unique Needs

Successes:

1. Students with Unique Needs are provided services in accordance with the designated supports identified in their IEPs. The SCOE Resource Teacher has provided both individual and push-in support to students without interruption.

Challenges:

1. There are no challenges with regards to supporting our Students with Unique Needs.

Analysis of Pupil Learning Loss

Solano County Office of Education equity-focused Distance Learning Program has contributed to the continuation of standards-based instruction for all SCOE learners. Teachers are engaged in weekly and monthly professional learning and staff meetings focused on addressing SCOE learners' needs. To mitigate pupil learning loss during distance learning, teachers have designed lessons and assessments that monitor student achievement levels. Lessons are designed to include students' opportunities to engage fully with the curriculum. Intervention support provided on Tuesdays and Thursdays through individual and small group instruction has further helped mitigate pupil learning loss. These sessions provide an opportunity for our students to receive targeted instructional support. This targeted support will continue once our classes return to 100% in-person instruction. This continuance of support will assist students with the mastery of grade-level standards and improved levels of achievement on standardized assessments.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the 2020-2021 school year, the Solano County Office of Education focused on the mental health and social-emotional well-being of both staff and students through providing a continuum of evidence-based programs and services.

Successes:

1. In response to the COVID-19 pandemic, SCOE was able to modify its plan to address the Mental Health and Social and Emotional Learning (SEL) needs of students and staff members. The services were successfully implemented and have served as an important resource.
2. The Student Wellness Specialist provides weekly whole-class instruction that is focused on Social and Emotional Learning. Students are also engaged with mindfulness exercises and lessons.
3. The Student Wellness Specialist outreaches to students and families in order to conduct comprehensive behavioral health screenings. The data collected from the screenings is utilized to identify potential issues that require a referral to counseling services.
4. Telehealth counseling services are available from the Student Wellness Specialist upon request.
5. If a higher level of care was necessary, the Specialist provided case management to assist the family in linking the student to the most appropriate counseling entity.
6. Weekly supervision is provided for the Student Wellness Specialist in order to provide additional support with complex trauma and mental health issues.
7. The Student Wellness Specialist and Clinical Supervisor met regularly with the staff and teachers to provide training and consultation on mental health and social-emotional issues that impact students.
8. Staff members were provided with mindfulness opportunities to address their own mental wellness needs. for professional learning included: Creating A Trauma-Informed Classroom, Responding to Attachment Needs in the classroom, and Suicide Prevention.
9. The partnership between SCOE and a local partner has resulted in the development of an online mental wellness resource directory for educators and school staff. This resource is shared with staff members on a regular basis.
10. The implementation of positive communication expectations for students when engaged with online lessons through Zoom.
11. Recognition of students who have demonstrated academic excellence during classroom instruction. All students are encouraged and celebrated daily.
12. Positive phone calls home has contributed to engaging students and parents with reinforcing the PBIS strategies taught in class. Parents work in partnership with the classroom teacher in order to recognize students for their positive behavior, which has contributed to higher student participation rates.
13. Communication with students and their parents has been consistent. The PBIS strategies have been successfully modified to support student's needs during Distance Learning.
14. Teachers, Site Administrators, the Student Support Specialist, and the Student Attendance Liaison have consistently engaged students with these strategies, contributing to improving school attendance and maintaining positive morale about learning school-wide.

Challenges:

1. Due to COVID-19, low-class attendance hindered the opportunity to connect with youth to build the initial rapport that could assist with successful engagement with the behavioral health screening and counseling services.
2. Technology challenges impacted the successful sharing of the behavioral health screening and telehealth invitations. Additional follow-up attempts were necessary due to the limited access that parent, guardians, and students had to the links.
3. During Telehealth services, ensuring confidentiality sometimes meant that sessions had to be cut off if others came into the students' space during a session.
4. Students and families became "Zoom fatigued" and were less likely to engage in virtual sessions that required additional screen time.
5. Youth Mental Health First Aid was planned to be offered throughout the year. The services were not provided because the company that owns the curriculum had many technical issues with the virtual platform's roll-out. SCOE was limited to offering one session of this training for staff and community members.
6. Due to COVID-19, students and staff members are limited in their interactions in person.
7. Making the online rewards exciting and engaging for students with limited duplications of recognition.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Students' and families' engagement during 2020-2021 serves as the core of SCOE's instructional program. Multiple efforts and strategies have contributed to the continued pathway of communication between the schools and families. Golden Hills Community School and Evergreen Academy staff members continuously monitor student and parent engagement.

Successes:

1. Golden Hills Community School and Evergreen Academy were able to continue School Site Council Meetings (SSC) and Parent Advisory Committee Meetings during Distance Learning.
2. Students at Golden Hills Community School and Evergreen Academy were allowed to engage with in-person instruction with their classroom teachers.
3. Golden Hills Community School formed the Attendance Review Committee, which meets on Mondays to review all students' attendance and develop effective strategies to engage students and their parents. The committee comprises the Director of Equity and Student Services, the Program Administrator, Student Attendance Liaison, and Student Support Specialist.
4. Golden Hills and Evergreen Academy have instituted Credit Modification/Graduation Committees that meet to review student's progress towards graduation. The committees include teachers, administrators, Student Support Specialists, Student Support Specialist, and the student being reviewed. This committee will continue once all classes are engaged with 100% in-person instruction.

5. Communication with families through phone calls, text messages, and emails. Golden Hills Community School families receive positive phone calls home from classroom teachers, Student Support Specialists, and Attendance Liaison.
6. Parent Surveys are conducted regularly to determine students' and their families' needs.
7. Mindfulness sessions with the Student Wellness Specialist at Golden Hills Community School have significantly supported students with managing their disappointments with not being able to be in a physical classroom with their teachers and classmates daily.

Challenges:

1. Events, such as Open Houses, were not held due to COVID-19.
2. Students at Golden Hills and Evergreen Academy express feelings of loss by not having daily in-person access to their classroom teachers.
3. Access to parents at Evergreen Academy has been reduced due to the closure of Evergreen Academy's parental visits.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-21 school year, students' meals were provided by their district of residence at the community site, while the meals at Evergreen Academy were provided by Solano County Probation. During school site closures, meals were available for students at their school districts of residence distribution sites. SCOE actively communicated with partnering districts for updates related to school nutrition availability.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	[Intentionally blank]	N/A	N/A	N/A
N/A	[Intentionally blank]	N/A	N/A	N/A
N/A	[Intentionally blank]	N/A	N/A	N/A
N/A	[Intentionally blank]	N/A	N/A	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from the in-person and distance learning programs during the 2020-2021 school year have highlighted the following areas of focus for Golden Hills Community School and Evergreen Academy:

1. Instructional Planning: Lessons for students must include specific supports for students performing at grade level, below, and above. Differentiated instruction consists of continued opportunities for students to engage with classroom instruction through intervention activities. Intervention opportunities include small group instruction, opportunities to attend after-school academic intervention sessions, and summer school sessions. Assessments are utilized throughout the school year to monitor student achievement levels and support lessons' design within the classroom.
2. Professional Learning: Professional Learning for teachers will continue to focus on English Language Arts, Mathematics, Science, and Positive Behavior Intervention Systems (PBIS). Professional learning for teachers contributes to enhanced learning experiences for students.
3. Technology Access: The utilization of Chromebooks will continue as a daily practice. Students and staff members need technology to access innovative instructional programs. Access to Chromebooks and MiFis is essential to enhance the instructional program.

4. Student and Parent Engagement: The engagement of SCOE students and parents is essential to any student's academic success. Programs, activities, and community resources are vital to building community with students and their families.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The 2021-24 LCAP will continue to assess pupil learning loss for all students through the following strategies:

1. Student Data Analysis: Teachers will utilize assessment data from Renaissance and the SBAC exam to monitor and assess classroom instruction effectiveness and intervention support strategies.
2. Attendance Monitoring: Student attendance monitoring will continue to be analyzed, and practical strategies for improving attendance will be implemented. Consistent student attendance promotes higher levels of academic success for all students. SCOE students with unique needs are also afforded instructional supports according to their IEPs, that can only be accessed through daily classroom attendance. This also applies to English Learners, Foster/ Homeless students, and Low-Income Students.
3. Professional Learning: Teacher engagement with professional learning in content areas such as mathematics, English Language Arts, PBIS, and science contributes to enhancing instruction through effective intervention strategies. Small groups, one-on-one instruction, and resources that students can practice with at home (Golden Hills Community School) will further help students mitigate learning loss. Evergreen Academy teachers will institute resources that their students can access after school ends.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the actions and services and their impact on meeting the students' increased or improved services.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of the 2021-22 through 2023-24 LCAP is a reflection of the following findings from the student outcomes in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan:

1. Curriculum/Instruction and Assessments: SCOE's standards-based instructional program will continue to provide differentiated instruction for SCOE students. Students will engage with lessons that provide them with access to grade-level standards and intervention support when needed. The English Language Arts and Mathematics curriculum's future adoptions will make the curriculum accessible for all learners. Student assessment data will assist with effective monitoring of student achievement levels in all curricular areas.
2. Professional Learning: Teachers and support staff members will continue to engage with professional learning opportunities focused on curriculum and instruction, assessments, and PBIS (Positive Behavior Intervention Systems). These learning opportunities support staff members with implementing, monitoring, and assessing effective instructional strategies. The focus on instruction and PBIS ensures that classrooms provide students with the necessary resources to assist with their academic achievement levels and their positive interactions with their teachers and peers. Professional Learning opportunities are needed throughout the school year to address student needs.
3. Students with Unique Needs: Students with unique needs will continue to receive access to the curriculum according to the specific goals identified in their IEPs. When appropriate, designated accommodation will be employed to guarantee that students are provided equitable access to instruction. Student assessment data is monitored to identify growth and challenge areas for our students with unique needs. The student data analysis will be utilized to design lessons accessible and promote higher proficiency levels.
4. Foster/Homeless Students: Academic and social resources are available to support our Foster/ Homeless students. To support students' academic needs, resources are needed to support basic needs. Intervention support with lessons and access to community resources through the partnership with Social Workers through the partnership with Social Services.
5. Parent/Student Engagement: Parent and student engagement is essential to students' success. Opportunities to outreach to students and their families contribute to relationship building and higher student achievement levels. Parent and student engagement influence increased student attendance, improved student behaviors, and a positive school climate. Building relationships with students and parents through various activities will benefit the instructional program while establishing a true partnership with families. The Language Line has been utilized extensively to outreach to our families who speak languages other than English.
6. Student Wellness Support: Student wellness support is an essential component of the school's goal to provide students with resources for their social-emotional needs. During COVID 19, students have expressed feelings of isolation and disappointment due to limited interactions in person with their teachers and classmates. Students at Golden Hills Community School have had minimal opportunities to engage with their teachers in person. For both Evergreen Academy and Golden Hills Community School, Wellness

Support is a welcome addition to the program. Professional learning for classroom teachers and support staff members have also contributed to assisting students in this area through the Student Wellness Support Specialist's support.

7. Technology: Students at Evergreen Academy and Golden Hills Community School were provided access to Chromebooks to access their Edgenuity courses during distance learning. The COVID-19 emergency prompted the purchasing of devices for each student. Golden Hills Community students can take the devices home along with a MiFi device if they do not have the internet at home. These devices have helped both schools ensure that students have full access to their classroom teachers, instructional resources, and credit recovery courses through the Edgenuity program.

8. Support for English Learners: Instructional supports for English Learners will continue to be monitored and assessed for effectiveness. Outreach to English Learners' families has been conducted via phone or virtually due to COVID 19. The Language Line will continue to assist teachers, administrators, and support staff members in communicating resources available to families through translation. This includes parent surveys that solicit important feedback concerning the resources that we provide for our students and their families.

9. Pupil Learning Loss: Intervention support for learners will continue to take place in the form of small group instruction, access to extended learning during the summer, and differentiated classroom instruction supports the mitigation of pupil learning loss. During COVID-19, online resource support has helped keep students engaged while also providing teachers with various online resources that they can use with their students. Intervention support is an ongoing necessity for our program due to the number of students at Golden Hills Community School and Evergreen Academy who enter our program credit deficient and/or below grade level. Intervention support will be enhanced and expanded once students return to in-person instruction to provide immediate and targeted support for SCOE learners with academic challenges.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	473,536.00	459,038.00
	0.00	0.00
Unrestricted General Fund	473,536.00	459,038.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	473,536.00	459,038.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	121,169.00	113,192.00
2000-2999: Classified Personnel Salaries	156,808.00	165,325.00
3000-3999: Employee Benefits	105,731.00	106,331.00
4000-4999: Books And Supplies	4,400.00	2,244.00
5000-5999: Services And Other Operating Expenditures	35,685.00	23,517.00
5700-5799: Transfers Of Direct Costs	7,674.00	7,687.00
7000-7439: Other Outgo	42,069.00	40,742.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	473,536.00	459,038.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Unrestricted General Fund	121,169.00	113,192.00
2000-2999: Classified Personnel Salaries	Unrestricted General Fund	156,808.00	165,325.00
3000-3999: Employee Benefits	Unrestricted General Fund	105,731.00	106,331.00
4000-4999: Books And Supplies	Unrestricted General Fund	4,400.00	2,244.00
5000-5999: Services And Other Operating Expenditures	Unrestricted General Fund	35,685.00	23,517.00
5700-5799: Transfers Of Direct Costs	Unrestricted General Fund	7,674.00	7,687.00
7000-7439: Other Outgo	Unrestricted General Fund	42,069.00	40,742.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	106,759.00	105,679.00
Goal 2	181,759.00	182,011.00
Goal 3	179,530.00	170,475.00
Goal 4	5,488.00	873.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$370,120.00	\$361,026.00
Distance Learning Program	\$156,460.00	\$157,057.00
Pupil Learning Loss	\$3,000.00	\$450.00
Additional Actions and Plan Requirements	0	0
All Expenditures in Learning Continuity and Attendance Plan	\$529,580.00	\$518,533.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	0	0
Distance Learning Program	0	0
Pupil Learning Loss	0	0
Additional Actions and Plan Requirements	N/A	N/A
All Expenditures in Learning Continuity and Attendance Plan	0	0

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$370,120.00	\$361,026.00
Distance Learning Program	\$156,460.00	\$157,057.00
Pupil Learning Loss	\$3,000.00	\$450.00
Additional Actions and Plan Requirements	0	0
All Expenditures in Learning Continuity and Attendance Plan	\$529,580.00	\$518,533.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Solano County Office of Education	Amy Chavez Director - Student Services, Equity, and Support	achavez@solanocoe.net 7073994400

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Solano County Office of Education (SCOE) operates two alternative education programs: Golden Hills Community School (GHCS) and Solano County Juvenile Detention Facility-Evergreen Academy (JDF).

GHCS has one classroom in Fairfield and one classroom in Vacaville, which serves students in grades 7-12 who have been expelled, placed by the Solano County Probation Department (Probation), or by recommendation from a Student Attendance Review Board (SARB). The program includes classroom-based instruction as well as a distance learning program. Students enrolled at GHCS are referred by the Fairfield/Suisun Unified School District and the Vacaville Unified School District. Students from the Vallejo City Unified School District have also participated in the program. Students' participation in the programs ranges from one semester to a year. At California Basic Educational Data System (CBEDS) data collection time, the school enrolled 48 students. The number of students enrolled increased during the school year as referrals were made by the districts. At the end of the 2019-20 school year, the number of active students in the program was 64. The cumulative number of students served over the entire 2019-20 school year reached 119 students. The distance learning option relies on a blended instructional model where students attend once a week and receive instruction online when not attending. During the 2020-21 school year, the distance learning program served 64 students with an average enrollment of 26 students.

The Golden Hills Vacaville campus is scheduled to close following the 2020-2021 school year. SCOE will continue to serve students referred by the Fairfield/Suisun Unified School District.

High school students who are incarcerated attend Evergreen Academy. The cumulative number of students served per year at Evergreen Academy has dramatically decreased in the last few years due to increased diversion efforts, as shown below:

2018-19	189
2019-20	168
2020-21	64

During the 2020-21 school year, SCOE served an overall daily average of approximately 15 students divided into three pods. The daily average remained stable throughout the year at Evergreen Academy.

The majority of SCOE students need credit recovery in addition to grade-level instruction. The focus of the SCOE program is to provide students with courses that will allow them to progress toward graduation. Students access elective courses through the online learning portal, Edgenuity. Both GHCS and Evergreen Academy have received the Western Association of Schools and Colleges (WASC) accreditation. Evergreen Academy received a six-year accreditation in 2019 and GHCS's accreditation is due for a six-year renewal in 2021.

During the 2020-21 school year, SCOE programs employed six general education teachers, a Career Technical Education (CTE) Instructor, a College and Career Development Specialist, and a Resource Specialist dedicated to serving students with disabilities. Special education-related services for students at GHCS are provided by staff from the contracting districts. SCOE offers related services for students at Evergreen Academy. Through LCAP funding, SCOE supported the social-emotional needs of foster, homeless, expelled, low income, and English learner (EL) students by employing two Student Support Specialists (SSS). The Student Support Specialists address the following key areas with the students: (1) Emotional learning, (2) Effective anger management strategies, and (3) Re-entry plans for students returning to their school districts of residence or other placements. Additional support is available for students through the services of the Wellness Specialist. The Wellness Specialist provides students with specialized support which includes intensive counseling services. At Evergreen Academy, SCOE provided transition case management for students exiting the program and returning to their school of residence. The Solano Probation Department offers mental health services at Evergreen Academy.

SCOE has made the educational program rich with College and Career Readiness services. Students at Evergreen Academy were able to take college classes online through an agreement with Solano Community College. Work-Ready! Certification (WRC) and Safe Food Handler certification are offered at both sites. At Evergreen Academy in 2019-20, SCOE established an Introduction to Construction Trades in partnership with probation serving high school students and students who have graduated. Students in the Introduction to Construction Trades course learn various trade skills and explore careers in the trades. Through the College and Career Readiness Department, students have access to the Innovation Lab at GHCS. One instructor at GHCS has been trained in the equipment and will offer weekly robotics instruction and other innovation activities. All SCOE students have access to individual Chromebooks for research and productivity.

The ethnic background of the overall student population in the SCOE community and court programs is as follows:

Evergreen Academy (Juvenile Detention Facility)

African American	48.3%
Hispanic	34.5%
Two or More Races	3.4%
White	13.8%

Golden Hills Community School

African American	33.3%
American Indian	2.1%

Filipino	2.1%
Hispanic	41.7%
Pacific Islander	2.1%
White	18.8%

These percentages show that SCOE's programs serve students that are predominantly of color. This data aligns with the persistent inequities that exist in both the educational and juvenile justice systems. During the 2020-2021 school year, SCOE served eight students classified as English Learners. The number of students receiving Special Education Services during the 2020-21 school year was 34%. Services were made available to students in person or online via Zoom.

Due to the Covid-19 pandemic, all SCOE programs switched to a distance learning delivery model in March 2020. Students at GHCS were provided with Chromebook devices to mitigate learning loss and facilitate distance learning. Students who did not have access to the internet in their homes received MiFi devices to provide internet access. Students at Evergreen Academy were able to access classroom instruction through the installation of Smart Panels in all classrooms and the use of individual Chromebooks. Teachers at Evergreen Academy, like GHCS, were able to instruct their students daily and engage them with one on one or in small group intervention sessions. Distance Learning instruction also included teacher-student interactive work on the Edgenuity online platform. This platform allowed students to complete coursework required to recover credits required for graduation.

In addition to operating alternative education programs, SCOE works together with the six school districts in Solano County and Solano Community College to provide the following array of programs and services to meet the varying needs of students (not included in the LCAP):

- College and Career Readiness (CCR) education /Workforce Development leadership, data collection, curriculum, and instruction professional learning, and differentiated assistance.
- Educational and related services for students with moderate to severe disabilities infant through age 22.
- Instructional support to students in district schools and SCOE programs who are deaf/hard-of-hearing.
- Differentiated assistance to school districts in Comprehensive Support and Improvement status.
- Coordination of services to homeless students and foster youth countywide.
- Professional learning in the core academic areas to local educators. This includes coaching for administrators in the areas of effective educational leadership skills.
- Professional learning for implementing Positive Behavior Interventions and Supports to over 70 schools.
- Coordination and leadership for implementing 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.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 2020-21 school year, SCOE has continued to engage teachers and administrators with student data analysis to improve classroom instruction. The SCOE graduation rate significantly increased to 93%. Student suspension rates dropped significantly because of the implementation of trauma-responsive and restorative practices in all classrooms which is a trend from previous school years. Professional Learning provided by SCOE has further contributed to increasing the capacity of teachers and school staff members to utilize effective instructional strategies. The Renaissance data highlights the need for continued academic intervention support for students and professional learning for teachers, which was provided during the 2020-21 school year.

The SCOE College and Career Readiness Department provided all students with access to career exploration and Work-Based Learning activities. These activities included career-focused virtual field trips and guest speakers. Students interested in obtaining their Serv-Safe Food Handlers certification were provided with the necessary preparation to qualify for this certification. Evergreen Academy Challenge Program students earned all, or a portion of, the Work-Ready! Certification (WRC). The WRC Program provides students with access to the updated and new industry standards. The WRC is endorsed by the local Chambers of Commerce and the Workforce Development Board of Solano County as a locally recognized certificate. Students who received their high school diplomas from Evergreen Academy were able to enroll in online courses through Solano Community College. SCOE staff assisted with the application and enrollment process as needed. The percentage of eligible students who received post-secondary education exploration and support reached 100%. In collaboration with probation, SCOE continued to provide the Introduction to Construction Trades course at Evergreen Academy with a full-time CTE instructor who served high school students and students who have graduated. During the 2019-20 school year, and prior to the COVID-19 shelter in place order, three students received the National Center for Construction Education and Research (NCCER) Core Certification. The NCCER Core Certification curriculum will continue to be offered to Evergreen Academy students once in-person instruction returns. The expansion of the Introduction to Construction Trades courses will include Golden Hills Community School for the 2020-21 school year. The classroom space has been updated and is available when students have returned to in-person learning. SCOE staff members continued to partner with the Travis Air Force Base to provide mentorship to Golden Hills Community School students. The mentors assist students with understanding the connection between obtaining their high school diplomas and prepare for future employment.

SCOE has increased the use of instructional technology by providing each student at Evergreen Academy and Golden Hills Community school with access to Chromebook devices. SCOE teachers are engaged with professional learning opportunities that assist them with utilizing technology in all areas of the curriculum. The use of GOOGLE Classroom, Edgenuity, and other online platforms will continue to be utilized in all classrooms. Project-Based Learning and Science, Technology, Engineering, Arts, and Math (STEAM) instruction will be introduced and integrated into the curriculum through weekly visits to the CTE Innovation lab. Teachers will assist students with deepening their understanding of science and math through their engagement with lessons that incorporate state-of-the-art technology as they end the 2020-21 school year and move into the 2021-22 school year.

SCOE has increased the number of trainings to support foster and homeless youth. Partnerships with current partners and outreach to new partners assisted SCOE with increasing the availability of services for students. 100% of the students enrolled at Evergreen Academy and approximately 60% of the students enrolled at Golden Hills Community School are designated as unduplicated. These services will continue to provide additional resources for students identified as English Learners, Foster Youth, Low Income and academically challenged.

The SCOE social-emotional supports at Golden Hills Community School (GHCS) have also increased. SCOE provided a comprehensive and tiered approach that starts with mental health universal screening during the registration process. Once the screening tool has been implemented, students had access to social-emotional learning groups and individual counseling under clinical supervision as needed.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Academic Achievement

Dashboard Data

There was no available California School Dashboard data available during the 2020-21 school year. The most recent data available was released in the fall of 2019 and reflected data from the 2018-19 school year. The most recent data is as follows:

Golden Hills Community School

Chronic Absenteeism- No Performance Color

Suspension Rate- Orange Level

English Learner Progress- No Performance Color

Graduation Rate-No Performance Color

College/ Career-No Performance Color

English Language Arts- No Performance Color

Mathematics- No Performance Color

Evergreen Academy

Chronic Absenteeism-No Performance Color

Suspension Rate-Blue Level

English Learner Progress- No Performance Color

Graduation Rate- No Performance Color

College/ Career- No Performance Color

English Language Arts- No Performance Color

Mathematics- No Performance Color

(Note: The “No Performance Color” rating is given in order to protect the identification of enrolled students.)

California Assessment of Student Performance and Progress (CAASPP) Data- Standardized Testing

During the 2019-2020 school year, the CAASPP exam and other standardized exams were canceled due to the COVID-19 pandemic.

Student Assessment data is not available for the CAASPP exams. Previous administrations of the CAASPP exam determined that most students performed at the "Standard Not Met" category in English Language Arts and Mathematics. The previous results indicate that

students need intensive support in these two curricular areas. Classroom instruction has been designed to include intervention supports for students who are performing below grade level. CAASPP Interim Assessments and Practice Tests are utilized to provide students with access to the academic language used within the assessments. Student engagement with Interim Assessments and Practice tests increases vocabulary development, comprehension skills, and the development of targeted lesson planning. The plan to increase student academic performance levels includes services to improve instruction and better support student achievement, including professional learning in Universal Design for Learning (UDL), coaching on working with English Learners (ELs) and more intensive monitoring of student progress. Also, regular classroom observations allow teachers and administrators to evaluate the implementation of evidence-based practices, especially those connected to increase student engagement. An increase in Project-Based Learning is also likely to result in improved engagement. In addition to more intensive use of makerspace tools and robotic instruction, we plan to give students opportunities to engage in civic activism through an integrated approach to the curriculum that will focus their research on culturally relevant community issues. Increased use of digital instructional platforms, such as Google classroom, will also contribute to the delivery of classroom instruction and improved learning for all students.

Renaissance- Local Data

Students engaged with Renaissance Assessments in English Language Arts and Mathematics during the 2020-2021 school year. Assessments were administered at the beginning of the year (Pre-Test) and at the end of the year (Post Test). The results for each site are as follows:

Golden Hills Community School

Star Mathematics Assessment Results:

At or Above Benchmark Level-0%

Intervention Level-3%

Urgent Intervention Level-6%

Below Benchmark Level-91%

Star Reading Assessment Results:

At or Above Benchmark-0%

Intervention Level-9%

Urgent Intervention Level-9%

Below Benchmark Level-82%

Evergreen Academy

Star Mathematics Assessment Results:

At or Above Benchmark Level-0%

Intervention Level-0%

Urgent Intervention Level-8%

Below Benchmark Level-92%

Star Reading Assessment Results

At or Above Benchmark Level- 0%
Intervention Level- 0%
Urgent Intervention Level-25%
Below Benchmark Level- 75%

English Language Learner Progress: Historically, most English learners (ELs) demonstrate beginning skills in English academic proficiency and are likely to have been in schools in the United States for more than six years, indicating that they are long-term ELs. During the 2020-21 school year, six students were classified as English Learners. Academic support for English Learners is provided through standards-based instruction, which includes effective English Language Development (ELD) instruction strategies embedded in core subjects. English Learners also receive targeted support according to their specific language acquisition needs. Teachers engage with professional learning and coaching from the SCOE Educational Services Program Managers to support differentiation through the UDL model and other relevant evidence-based practices.

Suspension Rate: The percentage of suspensions has decreased significantly beginning with the 2018-2019 school year when the suspension data reported a 41% suspension rate. This trend declined steadily during the 2019-2020 school year with a suspension rate reduction to 22%. The suspension rate for the 2020-2021 school year is 0%. Due to COVID-19, students engaged with distance learning and were not present in the classrooms at GHCS. Before the 2020-2021 school year, data indicates a need to provide behavioral interventions for students. GHCS and Evergreen Academy have implemented the Positive Behavior Intervention System (PBIS) to provide students with tools to minimize inappropriate classroom behaviors. These strategies promote higher levels of positive interactions amongst students and their teachers. Teachers and administrators continue to participate with ongoing coaching focused on implementing, monitoring, and assessing the effectiveness of the PBIS strategies. Alternatives to suspensions will also include restorative practices, which further assist and promote engaging, safe, and accessible classrooms for all students. During the 2020-2021 school year, GHCS teachers began participating in monthly PBIS Committee Meetings. These committee meetings include student data analysis, collaboration, and the planning of school-wide incentives that promote and encourage all students to engage with classroom learning positively. Staff members at both GHCS and Evergreen Academy will continue to participate in professional learning opportunities throughout the school year. This includes participation with PBIS consultants who have expertise with these practices.

Parent Participation: During the 2020-2021 school year, a survey was conducted in order to receive feedback for the 2021-2024 LCAP. The survey was administered to GHCS families online due to COVID-19. Paper copies were also available for families who requested documents. 100% of the surveys were completed online. The survey results were as follows:

1. My child is able to access extra help with lessons in person or through virtual (online) help.

Results:

80% Agree

20% Neutral

0% Disagree

2. My child was offered a computer to support his/her classwork.

Results:

100% Agree
0% Neutral
0% Disagree

3. The school provides a good education for my child.

Results:

93% Agree
7% Neutral
0% Disagree

4. I am aware of the creation of an educational plan for my child.

88% Agree
10% Neutral
2% Disagree

5. I am aware of who to contact when I have questions about my child's educational plan.

100% Agree
0% Neutral
0% Disagree

6. The school provides my child with access to Career Readiness Workshops and activities.

50% Agree
50% Neutral
0% Disagree

7. My child was provided with access to virtual (online) instruction from a classroom teacher during the 2020-2021 school year.

Results:

100% Agree
0% Neutral
0% Disagree

8. During Distance Learning, my child received access to one-on-one or small group instruction from a teacher.

Results:

75% Agree
25% Neutral
0% Disagree

9. I understand that I can access Golden Hills Community Staff members if I have questions or concerns.

Results:

100% Agree
0% Neutral
0% Disagree

10. I am aware that emotional support is available to my child if needed.

82% Agree
15% Neutral
3% Disagree

Survey results indicate that during the Distance Learning instructional period due to COVID 19, families felt connected to the school. School Site Council Meetings and Parent Advisory Committee Meetings saw a slight increase in parent participation levels. All meetings during the 2020-21 school year were held via Zoom. Outreach to parents was conducted by teachers, administration, the Student Support Specialist, the Student Attendance Liaison, and the Student Wellness Support Specialist. Planned in-person parent meetings and activities were canceled due to the COVID-19 pandemic. Family-Centered activities will be planned for the 2021-22 school year. Communication with families will include emails, text messages, and letters translated into English and Spanish. Efforts to improve parent participation will continue and contribute to the program's success.

Career Readiness: The Introduction to Construction Trades course at Evergreen Academy has had some limitations. Access to the Introduction to Construction Trades classroom has been somewhat limited. As a result, full access to all instruction components of the program has not been available. This is partly due to a delay in a classroom modification which is being addressed in partnership with probation. The Work-based Learning activities available to students have also been limited due to the COVID-19 pandemic.

There is a need to increase students' positive perceptions of SCOE career readiness instruction effectiveness, currently reported around 50%. Results are partially because many respondents, especially at Evergreen Academy, remained in the program for a minimal time and had minimal exposure to SCOE programs. In the future, SCOE is considering using separate surveys for students residing at JDF for 90 days or longer.

The College and Career Readiness (CCR) Department will provide Essential Skills workshops that meet requirements for students to earn a Work Ready Certification (WRC). Because there is a minimum number of hours and workshops the students must participate in to receive the WRC, SCOE CCR Department is exploring ways to provide WRC to all youth before leaving JDF. WRC workshop topics include financial literacy, time management, resume writing, job search & application, cover letters, work ethic, customer service, teamwork, appropriate dress, interview techniques, and mock interviews.

Attendance: During the 2020-2021 school year, the Student Attendance Liaison position was created to support students with improved levels of daily classroom attendance. The rates of chronic absenteeism have decreased but remain an area of concern. CBEDS Data as of October 2020 is as follows:

Attendance Data
Evergreen Academy
0% Chronic Absences

Golden Hills Fairfield
17% Chronic Absences

Golden Hills Vacaville
62% Chronic Absences

(These numbers are based upon the number of students who received letters of concern related to their attendance.)

Attendance continues to be a challenging area for the GHCS programs. During COVID-19, students participated in classroom activities via Zoom. One-on-one and small group sessions were also provided to support student attendance and engagement. During the 2020-2021 school year, the implementation of an Attendance Committee was formed. The committee members include the Student Attendance Liaison, Student Support Specialist, Program Administrator, and Director. The Committee meets each Monday, reviews student attendance, and collaborates to determine effective strategies to improve student attendance. The Student Support Liaison reports on communication with families and the official correspondences sent home to families concerning attendance. Positive phone calls home to students who attend their classes regularly have proven to be effective with promoting daily classroom attendance. SCOE is considering different options to increase attendance, including the feasibility of providing transportation for students who are experiencing challenges with accessing the campus. Intensive outreach efforts to students and their families will continue. SCOE staff have instituted the practice of reaching out to families through various communication platforms that include and are not limited to phone calls, text messages, letters, emails, and in-person home visits. Partnerships with parents involve their participation in conferences and scheduled home visits. The Solano Probation Department is also partnered with the school to support students' daily classroom attendance and participation. Student Attendance Review Board (SARB) meetings are initiated to address those students with chronic absences. These efforts have assisted the school with engaging students with supportive strategies that are not punitive, but instead are resourceful components to support their personal success. Improved levels of student attendance will have a positive impact on student learning.

Social-Emotional Well-Being: Social-emotional support continues to be highly needed among SCOE students. Most students' lives are embedded in gang culture and practices, and most of these young adults have experienced significant trauma. While most students report establishing supportive relationships with school personnel, many do not feel safe at school and feel disengaged from school life. While social-emotional learning instruction has been effective in supporting behavior improvements, SCOE has identified the need to increase the clinical counseling positions and has decided to double the time for the Wellness Specialist to provide individual intensive services to a more significant number of students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SCOE's LCAP outlines the specific activities and resources needed to support the instructional programs at Golden Hills Community School and Evergreen Academy. The plan focuses on five targeted goals:

- Goal 1: Academic Achievement
- Goal 2: Educational Transition
- Goal 3: Career Readiness
- Goal 4: Social-Emotional Support
- Goal 5: Services for Foster and Homeless Youth

Goal 1. Academic Achievement: Standards-based instruction is provided in all classrooms at Golden Hills Community School and Evergreen Academy. Assessments are utilized to monitor student progress and the development of effective lesson planning. Students are provided with opportunities to engage with Project-Based Learning (PBL) and technology. Teacher collaboration meetings are designed to share effective instructional strategies and review student data. The plan also includes specific support for English Learners through English Language Development (ELD) instruction. Differentiated instruction is also provided for students with disabilities and intervention support for Foster and Homeless Youth. Annual measurable outcomes include standardized testing assessments, formative assessments, feedback from Parent and Student surveys, English Language Proficiency Assessments for California (ELPAC), program evaluation through classroom walkthroughs, credit(s) earned data, and graduation rate data.

Goal 1 addresses the following State Priorities:

- 1. Basic Condition of Learning
- 2. State Standards
- 4. Pupil Achievement
- 7. Course Access
- 8. Other Pupil Outcomes

The following services support Goal 1:

- 1. Educational Services Coaches will provide Juvenile Court and Community School (JCCS) staff professional learning opportunities related to supporting English Learners, students with disabilities, and effective academic intervention strategies. The professional learning sessions are designed to enhance differentiated instruction in all classrooms using the Universal Design for Learning Model (UDL).
- 2. Students will participate with Project-Based Learning (PBL) at Golden Hills Community School, and Evergreen Academy. Students at Golden Hills Community School can engage with PBL instruction through the Makerspace classroom. Civic Engagement topics are also utilized to increase student engagement through research topics relevant to issues in their communities. Professional Learning will be provided for teachers to support them with effective PBL instructional strategies and activities.

3. Professional learning and coaching with online resources such as Google Apps for classroom teachers will improve and increase the use of technology in all classrooms.
 4. Classroom walkthroughs conducted by administrators will assist with monitoring classroom instruction and the overall operation of the academic program. Walkthroughs will include a formalized review form that provides feedback for the observed classrooms. The walkthroughs are conducted to ensure standards-based instruction in all classrooms and identify areas of success and need for the overall success of all students.
 5. English Language Development (ELD) instruction is provided for students identified as English Language Learners (ELLs). Classroom instruction includes integrated support for students and designated support for English Language Learners. Student progress is monitored through the ELPAC Assessment data and local (Renaissance) and standardized assessments (CAASPP/SBAC).
 6. Provide LEA-wide leadership to support coordinated professional learning and coaching for all team members and monitor the implementation of services included in the LCAP.
 7. Increase the use of the Makerspace Lab and virtual labs to provide enhanced robotics and STEM instruction.
 8. In collaboration with the SCOE IT department, make internet access available to students at the Juvenile Detention Facility for instructional research.
 9. Continue funding the Instructional Support position to assist students in need of additional support, including English Learners and students with disabilities.
 10. The Student Support Specialists (SSSs) provides monitoring and case management for all students. Support is also offered to assist students with completing their Individual Learning Plans (ILPs). The Student Support Specialist engages teachers and students with monthly conferences to determine their individual needs. During the 2020-2021 school year, the Credit Modification/Graduation Committee was established to review the academic progress of students through committee meetings that include as part of the team the following members: Program Administrator, Director of Student Services, Student Support Specialist, Classroom Teacher(s), Student, Parents, Probation Team Member, or other individuals supporting the student.
- Goal 1 services will be supported in part by .25% FTE Instructional Technology Specialist funded by SCOE, a .50% FTE Program Administrator, and a .25 FTE of the Director for Innovative Programs funded by the LCAP. The newly developed Positive Behavior and Academic Support Specialist position will also support Goal 1 using Title I funding.
- Goal 2. Educational Transition: Students enrolled at Golden Hills Community School, and Evergreen Academy are provided with transition services upon their enrollment and exit from the schools. This service supports the student population's needs, which is transient due to the varying lengths of enrollment in the student programs. Support services are necessary to assist students and their families with their transition between schools and programs. The Student Support Specialists at Golden Hills Community School and Evergreen Academy provide students and their families personalized support with these transitions. The annual measurable outcomes for this goal include the

following:

1. Student and Parent survey data concerning the Individualized Learning Plans (ILPs).
2. Student and Parent survey data concerning the school's effectiveness in preparing students for their future transitions.
3. School Enrollment Data: The Student Support Specialist at Evergreen Academy collects data that details the number of days between a students' release exit from the school to their enrollment at their new school or program.

Goal 2 addresses the following State Priorities:

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

The following services support Goal 2:

1. Improved services for expelled students through an annual review and triennial update of the Countywide Plan for Expelled Students. The plan updates are based upon feedback from partner districts in Solano County.
2. Increased outreach to families through bi-monthly opportunities for families and students to come to the school and engage in discussions about supporting their student's educational journey.
3. Student Support Specialists support student attendance through transition services for students exiting our schools. This support is provided by Solano County Probation and the use of Title I Funds.
4. Improve student academic performance levels by engaging teachers, students, and Student Support Specialists with monthly Individualized Learning Plan Meetings. These meetings are designed to review students' academic progress and update the instructional plan of action to support students with credit recovery or eligibility for graduation.
5. Communication with families will be recorded and monitored by teachers and administrators through Student Participation Logs, Credit Modification/Graduation Committee Meetings, and Instructional Learning Plan Meetings with the Student Support Specialists.
6. The Student Support Specialist at Evergreen Academy will work with school districts to assist with student transitions. Students and their families will receive a "warm hand-off" as they enter their new placement. This process ensures that families are supported with navigating the educational system and have access to those individuals that can provide them additional support at their new placements. The Student Support Specialist will conduct a check-in with the student and family to confirm the success of the transition.

The LCAP proposes the funding of a 1.0 FTE Student Support Specialist at Golden Hills Community School to support these services. An additional Student Support Specialist is dedicated to the students at Evergreen Academy is funded through Title I (.55 FTE) and 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. SCOE students have limited experience in enrolling in post-secondary education, securing employment, and accessing the resources available to them to help them reach their goals. Services will guide students in career exploration, financial literacy, work readiness, and training to earn industry certifications. This goal's annual measurable outcomes include the percentage of students receiving Work Ready! Certification, the percentage of students participating in Work-Based Learning activities such as meeting guest speakers, attending industry and job shadowing, and earning industry certifications. Student perceptions regarding the school's effectiveness in career readiness will be measured utilizing student surveys. Participation in the Introduction to the Construction Trades course will also measure the number of students who complete each unit.

Goal 3 addresses the following State Priority:

8. Other Pupil Outcomes

The following services support Goal 3:

1. Continue to provide career exploration instruction for students, including Work-Based Learning activities.
2. Offer an Introduction to the Construction Trades course at Evergreen Academy and Golden Hills Community School to provide students with specific trade skills experience. The course results from a partnership between SCOE and Solano County Probation.
3. Continue to provide financial literacy instruction for all students, including budgeting, credit, savings, and investments.
4. Provide Work-Ready! and industry-recognized certification instruction.
5. Fund an Assistant Director position to oversee the work-based learning experiences for students at Golden Hills Community School.
6. Increase the number of field trips for students to visit college campuses, trade union training centers, and other educationally relevant activities.
7. Explore the possibility of increasing the face-to-face college courses in collaboration with Solano Community College for students in Evergreen Academy and supporting dual enrollment options for all students.
8. Increase student and parent knowledge of the College and Career Readiness activities available to them at GHCS.

LCAP will fund the following positions to support these services:

- 0.8 FTE - College and Career Development Specialist
- 0.2 FTE - Program Manager Workforce Development

- 0.25 FTE - Asst. Director College and Career Readiness

Solano County Probation will fund a CTE instructor for the Construction Trades course.

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

1. Provide support services to students with a focus on trauma-responsive care.
2. The student support specialist at GHCS will provide emotional learning and social skills group facilitation.
3. Students who require more intensive counseling will be referred to a clinical therapist from the Student and Program Support department. Such services are provided by probation at Evergreen Academy.
4. Improve the school environment by providing professional learning including administrators, teachers, student attendance liaison, and student support specialists related to trauma-responsive and restorative practices.
5. Intensify implementing a school-wide Positive Behavior Intervention and Supports system aligned with the Multi-Tiered System of Supports (MTSS) model, focusing on restorative justice principles as an alternative to suspension.
6. Continue to implement a School Attendance Review Board with relevant school district partners to address student attendance.
7. Offer consultation and resources for parents to support their children's success in SCOE programs.
8. Intensify communication between 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.
9. Continue to use a mental health screening for all GHCS students to determine their social-emotional support needs and plan for services accordingly.

10. Establish wellness centers at both GHCS sites and at JDF to provide students with a space conducive to mindfulness and relaxation. Restorative practices circles and other group meetings can be held.

LCAP will fund the following positions to support these services:

- 1.0 FTE Student Support Specialist
- 6.0 FTE Wellness Specialist position
- 1.0 additional SSS, dedicated to JDF, will be funded through Title I (.55 FTE) and a contribution from probation (.45 FTE).

These positions also support services in Goal 2.

Goal 5. Continue to address the barriers that foster and homeless students experience: The goal to continue to address the barriers for foster and homeless students is a priority for The Solano County Office of Education. Foster and homeless youth experience many challenges leading to educational disruption, such as trauma, multiple moves or placement changes, and lack of access to post-secondary and vocational resources. Outcome measures for this goal include increased services provided by SCOE staff, increased membership in the Solano County Foster Youth Educational Planning Team (FYEPT), and an increase in training and technical assistance for foster and homeless youth liaisons and partner agencies.

Goal 5 will address the following State Priority:

10. Foster and Homeless Youth

The following services support Goal 5:

1. SCOE staff will provide services that support the educational needs of foster youth. The staff will be co-located at Child Welfare Services.
2. SCOE will provide trainings, professional learning, and technical assistance opportunities for SCOE staff, foster and homeless education liaisons, districts, and partner agencies, including Child Welfare Services (CWS), related to the Coordination of support and services for foster and homeless students including mental health and trauma-informed practices.
3. SCOE will continue to engage and build on the current FYEPT membership.
4. SCOE will continue to grow and expand school-based wellness sites and provide technical assistance to school sites. Wellness sites will have a focus on cultural competency and stigma reduction.
5. SCOE will update an online web application (Padlet) with resources for transition-age foster youth, youth experiencing homelessness and community partners.

These services will be provided by the SCOE foster and homeless youth coordinator, funded outside of the LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The stakeholder engagement process began in early November of 2020. Ten stakeholder engagement meetings took place during the 2020-2021 school year. Meetings were facilitated with parents, students, and Solano County Office of Education (SCOE) staff and managers. The valuable feedback collected from these meetings was included with the development of the plan. Consultation with the Solano County Office of Education's bargaining units' representatives further assisted with the development of the plan. Feedback collected from the Solano County Education Association, California School Employees Association, Solano Chapter, and the Solano School Bus Drivers, Public Employees Union Local 1 contributed to the plan's focus of serving the needs of all learners. SCOE engaged in stakeholder input meetings with Evergreen Academy and Golden Hills Community School (GHCS), students, staff, parents, and guardians. SCOE also met with the representatives from the Student Services Department of each school district through the countywide Student Services Representatives Council. The council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and updates the Countywide Plan for Expelled Students. SCOE also met with the Solano County Board of Education throughout the LCAP development process. Additionally, our School Site Council serves as the primary parent advisory committee for English Learners due to the fact that we do not have a numerically significant population of English learners in our programs and includes parents/families, teachers, and site administrators/principals. SCOE met with the members of the Foster Youth Education Planning Team (FYEPT), which includes foster youth advocacy representatives and held several other meetings that included stakeholders 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 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
UC Davis
Job Corps
East Bay Consortium of Educational Institutions- (Dixon & Vallejo)

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
Stahnke and Associates
Mile High Group Home
Solano County Department of Health and Social Services – Mental Health Division
City of Vacaville
Solano Children's Network
John Burton Association
Club Stride
Solano Pride Center
VOICES Youth Programs- Vallejo

The following meetings were held throughout the stakeholder engagement process:

November 4, 2020
1:00 PM - 2:30 PM Evergreen Academy Staff and Administrators
November 5, 2020
1:45 PM - 2:45 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
December 2, 2020
1:00 PM - 2:00 PM JDF Administrators, SCOE Staff, Students, and Probation Staff
December 9, 2020
1:30 PM – 2:30 PM Golden Hills Staff and Administrators
January 7, 2021
3:00 PM - 4:30 PM SCOE Bargaining Units Representatives and SCOE staff
January 14, 2021
1:15 PM - 2:15 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
January 22, 2021
11:45 AM - 1:15 PM Foster Youth Education Planning Team
February 25, 2021
1:15 AM - 2:15 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
February 18, 2021
1:15 PM-3:15 PM Student Services Administrators and SCOE Staff
March 25, 2021
5:00 PM – 6:00 PM Golden Hills Administrators, Staff, Students, and Parent Representatives
May 6, 2021
6:00 PM - 7:00 PM Golden Hills Administrators, Staff, Students, and Parent Representatives

A summary of the feedback provided by specific stakeholder groups.

All parents/guardians were invited to participate with the stakeholder engagement meetings. The parents of English Learners, homeless/foster youth and low incomes students were able to share their ideas about the specific supports that were needed to support their children academically and socially. Spanish interpreting services was available at all meetings. We work with our SELPA monthly in order to provide services and regularly gather stakeholder feedback. The stakeholder engagement process was conducted from November 2020 through May 2021. Students from Golden Hills Community School and Evergreen Academy participated with the six stakeholder engagement meetings offering their recommendations for improving their learning experiences at both campuses. SCOE administrators and teachers facilitated these meetings which yielded a wealth of recommendations. All participants at the stakeholder engagement meetings were encouraged to provide input relative to the current goals and actions contained in the LCAP. The meetings also focused on analyzing the effectiveness of the program's goals. Due to COVID 19 stakeholder engagement meetings were held virtually via Zoom. LCAP parent, student, and staff surveys were also conducted virtually via GOOGLE Forms.

The feedback collected from the LCAP surveys was categorized into specific themes. The themes outlined the specific areas of focus that the stakeholder groups identified as areas of need. Recommendations such as providing more Project-Based Learning activities, opportunities for increased student presentations, and hands-on activities for students were at the top of the suggestions from all stakeholder meetings. Incorporating more engaging technology into the classroom and the use of virtual reality to extend learning experiences were recommendations by multiple stakeholder groups. Finally, offering multiple trade options within all SCOE programs was also an area that all stakeholders believed was a direction and scope that SCOE should support.

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

Parents expressed the following concerns/priorities:

- Continued support with transition to high school and support at the receiving school
- Continued collaboration and support with high school transcript communication
- Increase the use of engaging technology in the classroom
- More opportunities for projects and research within the classroom
- Professional guest speaker series from different fields of expertise

Students identified the following priorities:

- Implement Project-Based Learning projects; more hands-on experience - beyond paper and pencil
- More field trips - both virtual and in-person

- Use of the MakerSpace, more Robotics, and STEM learning
- More use of engaging technology and digital learning
- Specific to Evergreen Academy, students are requesting more access to the internet and research

Staff identified the following priorities:

- Support for students who are significantly below grade level
- Increase communication with all receiving schools and more substantial support at the receiving school
- Consider an ELA adoption
- More professional learning for Project-Based Learning, universal design for learning, and social-emotional support
- Field Trips - On-Site and Virtual

School Site Councils:

- More training on building students' social skills
- Build the community presence through city and county organizations (i.e., Chamber of Commerce)

Bargaining Units:

- More professional learning on the use of restorative practices, engaging technology, Google Classroom for community schools, Project-Based Learning, Universal Design for Learning, genius hours, and passion projects.
- Mental Health groups that focus on behavior trends.
- Inquire with the students at their first family meeting what they want to work on behaviorally.
- Consider an ELA adoption
- Field Trips - On-Site and Virtual
- Provide staff support with the implementation of a MakerSpace, and STEM learning

Input from the Board of Education included the following items:

- Continue to provide and enhance transitional services for students who exit Evergreen Academy.
- Continue to provide and enhance the mental health services for Golden Hills Community School students.
- Provide ongoing professional learning opportunities for teachers, administrators and support staff.
- Increase Project-Based Learning opportunities for students at Golden Hills Community School and Evergreen Academy.

Input from the FYEPT stakeholder group included the following items:

- Mental health training regularly ensures teachers and counselors (school staff) use trauma-informed practices
- More mental health support (Making it available in a way that minimizes stigma)
- More training for teachers when a student is identified as foster Re: Accommodations, rights, services
- Exposing students to programs/trips Re: Careers, life skills, post-secondary
- Increase partnerships with community members (i.e., faith-based, parent/guardians)
- More opportunities for planning goal making with Solano stakeholders
- Transitional Aged Youth (TAY) increased support for transportation
- Advocate for McKinney-Vento law change

- Transportation assistance post-graduation for Foster and Homeless youth
 - Revisit mental health training regularly to ensure teachers and counselors use trauma-informed practices
 - Increase the opportunity for a face-to-face college experience
 - Youth voice in schools, youth feedback, and story sharing
 - Willing mentors to connect with our foster youth
 - Exposing students to programs/trips re: careers, life skills, post-secondary
 - More mental health support (making it available in a way that minimizes stigma)
 - Warm hand-off at our local community college for foster youth
 - Increase communication/relationships with post-secondary institutions in the area
- Increase tutoring

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following is a detailed discussion on how stakeholders' input shaped the plan:

The priorities identified by parents/guardians all align with existing action areas. Although, because of their input, SCOE realized that the implementation efforts needed to be improved. The transition to the school of residence is discussed in Goal 2. SCOE continues to work with the school administration and staff to improve the services of our Student Support Specialist tasked with facilitating transitions. Consistent with the parents'/guardians' requests, the Student Support Specialists will continue to meet with parents individually to share how transcripts and credits are accessed at the high school level. Increasing the use of engaging technology aligns with Goal 1. Each student in the community program has a Chromebook. The use of Chromebooks has effectively supported students' learning and credit recovery. In addition, SCOE has purchased devices and implemented one-to-one online work for Evergreen Academy. Consistent with parental/guardian input, SCOE wants to increase opportunities for Project-Based Learning, genius hours, and research within the classroom. During the 2019-20 school year, some robotics classes were provided for students in the community school programs. SCOE plans to increase these opportunities to include projects that involve an integrated approach to the curriculum using the Innovation Lab at Golden Hills and the opportunity for civic engagement projects. SCOE will work with probation to find ways to extend these opportunities for students at JDF.

Students recommended more frequent field trips. SCOE has included an action identifying the need to provide regular field trips to universities, union trade training sites, and any other educationally relevant locations. The plan also consists of plans for Project-Based Learning and an intensified use of the Innovation Lab. Instruction conducted in the Innovation Lab will engage students with robotics and STEM lessons. The increased utilization of the Google Suite will also contribute to higher levels of technology engagement for students. SCOE will continue to work with Evergreen Academy Staff along with the IT Department in order to provide students with safe access to internet resources by the beginning of the 2021-22 school year.

SCOE staff members recommended support for students struggling with self-regulation of their emotions. Providing staff members with social-emotional training and resources contributes to mitigating issues that impede students from accessing the curriculum. Professional learning focused on supporting students with academic challenges throughout the school year further assists with providing effective academic intervention supports for students. SCOE will set up a process through which relevant staff will meet and discuss possible

interventions for struggling students. Finally, SCOE will intensify training in Universal Design for Learning (UDL) and Project-Based Learning (PBL) designed to address the needs of different skill levels from lesson planning to execution. The constant need to increase communication with receiving schools will be handled by developing more consistent agreements for follow-up with receiving schools. Parent engagement continues to be a challenge, so in response, SCOE plans to provide bi-monthly opportunities for families and students to come to the school and discuss supporting their student's educational journey. A workshop on transitions is one example of the events SCOE intends to plan. SCOE will also ask administration and teaching staff to log their phone calls with parents to document that all families are being contacted. Finally, the staff expressed an interest in additional training in trauma-informed responsiveness. Consistent with this recommendation, SCOE included professional learning in these areas to support Goal 4.

Stakeholder feedback from the Solano County Board of Education is also reflected in the plan. Transition services to support a warm handshake for students leaving Evergreen Academy will continue to be implemented and intensified by reaching specific agreements with the receiving schools for planning and follow-up. SCOE has evaluated the current goals based on historical and emerging needs and proposes to continue with existing goals. They address the fundamental needs of the student population based on available data. Services have also been revised to intensify efforts in specific areas, significantly increasing the plan's implementation. The plan also includes close collaboration with available SCOE instructional coaches to support teachers' practices, emphasizing helping students with Individualized Education Programs (IEPs) within an inclusive model involving co-teaching rather than pull-out services. SCOE has also included in the plan an action, including more vital collaboration with Solano Community College to provide a face-to-face course for students at Evergreen Academy and already available online courses. The Board's interest in evaluating the utilization of Chromebooks during instruction was also addressed by including a metric involving the average number of credits earned by students in SCOE programs. This metric is particularly sensitive to online instruction for credit recovery and access to elective courses. In addition, SCOE has included training for teachers on the implementation of Google Apps for the classroom with the expectation that by January 2021, appropriate Google applications will be used in all classrooms to support instruction and student engagement.

Feedback provided by the Foster Youth Education Planning Team (FYEPT) stakeholders was considered during the development of the plan. The recommendation of ongoing mental health training and trauma-informed practices was acknowledged due to the activity related to training/professional learning and technical assistance. Additionally, some professional learning will reflect the feedback by incorporating legislation, rights, services, and resources that address the rights of foster youth and homeless youth. The stakeholders also recommended increased mental health support and reduction of stigma. The inclusion of the stakeholder recommendation is evidenced by the plan to continue growing and expanding school-based wellness sites and providing technical assistance to school sites. Of utmost importance, wellness sites will focus on cultural competency and stigma reduction. Lastly, coordinated efforts through the FYEPT post-secondary workgroup to focus on post-secondary /vocational opportunities, including facilitation of activities related to Free Application for Federal Student Aid (FAFSA) awareness/completion, collaboration with stakeholders to enhance and increase communication/relationships with post-secondary institutions in the area, and identify/facilitate opportunities for foster and homeless students to participate in post-secondary/vocational activities.

Goals and Actions

Goal

Goal #	Description
1	Improve the instructional outcomes for students. Priorities 1,2,4,7,8

An explanation of why the LEA has developed this goal.

The students' academic skills continue to focus on English Language Arts (ELA) and Math based on the 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 educational 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 increase the use of instructional technology. Finally, there is a need to support the different strengths in SCOE 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 specific need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2a, 2b Implementation of ELA, ELD, Math, and Next Generation Science Standards (NGSS) as measured by walkthrough instruments.	100% implementation (2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100% implementation
Priority 4a SBAC ELA (CAASPP) assessments	Golden Hills Community ELA - Percentage of Students with Standard	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	15% of students with Standard Met/Exceeded in both programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Met/Exceeded 5.26% (Baseline 2019-2020)</p> <p>JDF - Evergreen Academy ELA - Percentage of Students with Standard Met/Exceeded 0.00% (Baseline 2019-2020)</p>				
Priority 4a SBAC Math (CAASPP) assessments	<p>Golden Hills Community Math - Percentage of Students with Standard Met/Exceeded 0.00% (Baseline 2019-2020)</p> <p>JDF - Evergreen Academy Math - Percentage of Students with Standard Met/Exceeded 0.00% (Baseline 2019-2020)</p>	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	10% of students with Standard Met/Exceeded in both programs
Priority 8 Credits earned. Average for students	37 credits	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	45 credits

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in the program for 90 days or more					
Priority 8 Renaissance Learning-STAR Reading Assessment grade equivalent growth for students in the program for 90 days or more	60% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	70% of students attending for 90 days or more
Priority 8 Renaissance Learning-STAR Reading Assessment scaled score growth for students in the program for 90 days or more	60% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	70% of students attending for 90 days or more
Priority 8 Renaissance Learning-STAR Math Assessment grade equivalent growth for students in the	57% of students who attended for 90 days or more demonstrated a .50 or greater Grade Equivalent growth in	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	65% of students attending for 90 days or more

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
program for 90 days or more	Math as measured by the Renaissance Learning STAR Math Assessment (Baseline 2020-2021)				
Priority 8 Renaissance Learning-STAR Math Assessment scaled score growth for students in the program for 90 days or more	43% of students who were enrolled for 90 days or more demonstrated a 50-point or greater scaled score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	50% of students attending for 90 days or more
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	76% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	80%
Priority 8 The percentage of students who on the LCAP Student Survey report that they receive extra help when they are	57% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
struggling academically					
Priority 1a Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 1b Every pupil in the school district has sufficient access to standards/ aligned instructional materials.	100% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 1c School facilities are maintained in good repair.	100% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 4e The percentage of English Learners who make progress toward English proficiency as measured by the English Language Proficiency	0% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments for California (ELPAC)					
Priority 4f English Language Learners reclassification rate	0% (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	50%
Priorities 7a, 7b, 7c 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.	The JCCS programs provided a broad course of study that included 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. This metric will be measured by academic data and our course catalog. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	The JCCS programs will provide a broad course of study that included 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.
Priority 2a Provide targeted professional	100% of all JCCS staff have received professional learning	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100% of all JCCS staff will receive professional learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learning on instructional strategies designed to address state standards and support a range of skill levels in each classroom as measured by classroom walkthrough visits.	related to the ongoing instructional program improvement (Baseline 2020-2021)				related to the ongoing instructional program improvement
Priority 7c Students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.	100% of students with exceptional needs had access to general education classes with appropriate services to support their success as measured by their IEP's. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100% of students with exceptional needs will have access to general education classes with appropriate services to support their success as measured by their IEP's.
Priority 2b English learners will have access to the State Standards and ELD Standards as measured by the walkthrough instrument.	100% of English learners had access to the state standards and to ELD standards as measured observations (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100% of English learners will have access to the state standards and to ELD standards as measured observations
Priority 7b, 7c Technology learning devices to all students. As	100% 1:1 access to Chromebooks (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100% of students will receive a 1:1 device for their studies.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by our online inventory.					
<p>Note: Priority 4g note: Advanced Placement courses and exams are usually not part of our instruction but are available for students interested in collaboration with their district of residence. Students typically placed in our Alternative Schools show credit recovery as their priority. Priority 4b/4c note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the The University of California and the California State University, or CTE sequences or programs of study that aligns with State Board approved CTE standards and frameworks, are not</p>	N/A	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
applicable in the JCCS context. Our experience has been that our students need to address credit deficiencies in basic requirements. The Early Assessment Program results are embedded in the SBAC results for 11th grade ELA and Math.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted professional learning	Educational Services coaches will provide JCCS staff, including teachers, and administrators, professional learning related to supporting English learners, students with disabilities, and all students demonstrating academic difficulties to increase capacity in differentiating instruction according to the Universal Design for Learning (UDL) model.	\$0.00	No
2	Project-Based Learning and research	Improve instruction by designing and implementing Project-Based Learning and connected to the Innovation Lab and civic engagement topics to increase student engagement and provide more meaningful instruction and familiarity with resources for research.	\$152,550.00	No
3	Increased use of instructional technology	Provide coaching to teachers to implement the use of Google apps for the classroom and continue to increase implementation of the Edgenuity online learning portal system.	\$39,292.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Implementation of evidence-based practices	Improve instruction by formalizing a practice of walkthroughs, feedback, and systematic monitoring to support the implementation of instructional evidence-based practices. Results of observations will be addressed at staff meetings to identify needed adjustments.	\$0.00	No
5	Provide English language development instruction	Offer ELD instruction in an integrated way during core instructional time and at a designated time.	\$0.00	No
6	Provide instructional leadership	Provide LEA-wide leadership to support coordinate professional learning and coaching for all team members and monitor the implementation of services included in the LCAP.	\$78,967.00	Yes
7	Innovation Lab, robotics, and STEM instruction	Intensify the use of the maker space lab and virtual labs to provide increased robotics and STEM instruction (cost included in Action 2 above)	\$0.00	No
8	Access to the internet for students in JDF	In collaboration with the Information Technology Department, SCOE will make internet access available to Evergreen Academy for instructional research starting with the 2021-22 school year.	\$0.00	No
9	Instructional support for students needing additional assistance	SCOE will continue funding an instructional support position to provide service to students in need of additional support, including English learners and students with disabilities.	\$29,881.00	No
10	Individual plans case management	The student support specialist will provide monitoring and case management for all students to complete their Individual Learning Plans and coordinate monthly conferences with teachers to identify individual needs. (Costs included in Goals 2 and 4)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Increase the Educational Transition Planning Services being provided to students. Priorities 3,8,9

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote a successful transition from the Juvenile Detention facility to their school of residence. 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a, 3b, 3c, 8 The percentage of students who report on the LCAP survey involves developing, reviewing, and monitoring the individual learning plans), which addresses the needs of unduplicated pupils and students with exceptional needs.	67% of students reported that the school involves them in the development, review and ongoing monitoring of the individual learning plans. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	75%
Priority 8 The percentage of students who report on the LCAP survey that the school prepares them for a	81% of the students reported that the school prepares them for a successful transition to their next milestone (e.g.	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
successful transition to their next milestone (e.g., transition to high school of residence, college, workplace, or other).	transition to high school of residence, college, workplace, or other) (Baseline 2020-2021)				
Priority 3a, 3b 3c, 8 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), which addresses the needs of unduplicated pupils and students with exceptional needs.	76% of the parents responded that the school prepares their student for a successful transition to their next milestone. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	80%
Priority 3a, 3b,3c,8 The percentage of parents who report that the school involves them in developing their students' individual learning plan which addresses the needs of unduplicated pupils	100% of responses indicated that the school involves them in the development of their students' individual learning plan. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs.					
Priority 8 The percentage of students staying fifteen or more days in JDF provided transition education services as measured by student support specialists' logs.	100% of eligible students receive transitional services. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 8 The number of days between release from JDF and enrollment in their home school for students transitioning to districts within Solano County.	The average for the fall semester of 2020-2021 was 5.2 days as measured by data collection.	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	3 days
Priority 9. The annual review of the Countywide Plan for Expelled Students, with input from districts and community agencies.	The Plan for Expelled Students is reviewed annually.	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	Reviewed annually

Actions

Action #	Title	Description	Total Funds	Contributing
1	Services for expelled students	Improve services to expelled students by conducting an annual review of the Countywide Plan for Expelled Students. The plan is updated every 3 years to adjust to the changing needs of students. (Costs included in Goal 1, Action 6)	\$0.00	No
2	Support family engagement	SCOE will increase its outreach to families by organizing bi-monthly opportunities for families and students to come to the school and discuss supporting their educational journey.	\$5,512.00	Yes
3	Provide transition services for Evergreen Academy students	The Student Support Specialist will support student attendance by providing transition services for students leaving Evergreen Academy. Supported by Probation and Title I funds.	\$165,747.00	No
4	Support student progress.	Improve student outcomes by having teachers, students, and Support Specialists meet monthly to review and revise each student's Individual Learning Plan as appropriate with more intensive consideration given to English learners, Foster Youth, and students who are low income.	\$82,352.00	Yes
5	Documenting parent outreach	Teachers and administrators will maintain a log of all communications to parents.	\$0.00	No
6	Intensify transition services	The Student Support Specialist at Evergreen Academy will continue partnering with school districts to support students with the transition from Evergreen Academy. During 2021-2022, the Student Support Specialist will create a database that documents transition services and follow-up efforts with families transitioning to new school districts or programs. (Cost included in Action 3 above)	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Increase College and Career Readiness services provided to students. Priority 8

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote College and Career Readiness. Most SCOE students are interested in employment and post-secondary training after graduation. SCOE students may have limited experience in securing employment and accessing the resources available to support them in reaching their goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8. 100% of students in our program for 90 days or longer will explore career options as measured by the College and Career Readiness department.	100% of students staying for 90 days or more explored career options using California Career Zone, Road Trip Nation and Junior Achievement (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 8. 100% of students in our programs for 90 days or longer will participate in Work-Based Learning opportunities such as Industry tours, job shadows, and industry	100% of students staying for 90 days or more participated in job shadow/industry speaker activities with local employers. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
speaker activities with local employers as measured by College and Career Readiness data.					
Priority 8. 100% of students in our program for 90 days or longer will participate in financial literacy workshops covering budgeting, credit, savings, and investments as measured by College and Career Readiness data.	100% of students in our program for 90 days or longer participated in financial literacy workshops covering budgeting, credit, savings, and investments. (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 8. Students in JDF Challenge program for 90 days or longer will receive instruction in an industry-recognized certification as measured by College and Career Readiness data.	No baseline data.	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%
Priority 8. Increase the percentage of students in our	50% of the students reported that the school effectively provides them with	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for 90 days or longer who report on the LCAP survey that the school effectively provides them with career readiness as measured by College and Career Readiness data.	career readiness workshops as measured by the LCAP Student Survey (Baseline 2020-2021)				
Priority 8. The percentage of students in our programs for 90 days or longer who report on the LCAP survey that the career readiness instruction demonstrates a connection to real life as measured by College and Career Readiness data.	43% of the students reported that the career readiness instruction demonstrates a connection to real life as measured by the LCAP Student Survey (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	60%
Priority 8 Increase the percentage of students in the Challenge program who received Work-Ready! Certification as measured by College and Career Readiness data.	No baseline data.	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8 Increase enrollment in the Construction Trades course as measured by College and Career Readiness data.	15 students (Baseline 2020-2021)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	30 students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career exploration instruction	Provide students with Career Exploration instruction that prepares them for entry into college and future career paths.	\$28,602.00	Yes
2	Offer a career technical education course.	Offer a Career Technical Education (CTE) course; An Introduction to the Construction Trades course is offered at Evergreen Academy and Golden Hills Community School to provide students with trade skills and Work-Based Learning experiences. The course results from a partnership between SCOE and Solano County Probation.	\$63,951.00	No
3	Provide financial literacy instruction	Provide financial literacy instruction; continue providing financial literacy instruction for all students, including budgeting, credit, savings, and investments.	\$28,602.00	Yes
4	Work-Ready! and Industry recognized Certifications.	Work-Ready! and Industry recognized Certifications; Provide Work-Ready! -Certifications instruction on a wheel basis to reach more students at Evergreen Academy and Golden Hills Community School.	\$551.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Work-based learning experience.	Fund an Assistant Director position to provide Golden Hills Community School students with Work-Based Learning experiences.	\$54,881.00	Yes
6	Increase the number of Work-Based Learning Experiences.	Field trips to visit college campuses, trade union training sites, and other educationally relevant events.	\$1,102.00	No
7	Access to college classes.	Explore the possibility of increasing student enrollment in college courses through dual enrollment with Solano Community College for students at Evergreen Academy (costs included in Goal 2, Action 3)	\$0.00	No
8	Increase student and parent awareness of College and Career Readiness activities offered to students.	Students and parents/guardians are invited to the following activities: 1. Tour of the Construction Trades Classroom 2. Golden Hills Community School Innovation Lab Tour 3. Career Technical Education (CTE) presentations(Open House/Parent Meetings) 4. College and Career Specialist Presentations (Open House/Parent Meetings)	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Increase social-emotional support services provided to students. Priorities 5, 6

An explanation of why the LEA has developed this goal.

There is a need to provide students with services that promote social-emotional well-being and positive behavior. Many SCOE 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priorities 5a The average daily attendance rate	The average daily attendance for the first semester 2019-20 was 60%. (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	75%
Priority 6a. The suspension rate	The suspension rate for the first semester 2019-20 is 11%. (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	8%
Priority 5b Chronic absenteeism rate at GHCS.	Chronic absenteeism for 2019-20 was 46.7% (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	40%
Priority 6c The percentage of students who on the	70% of students reported on the 2019-20 California Healthy	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
most recent California Healthy Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there.	Kids Survey (CHKS) that they feel there is a teacher or adult who notices them when they are not there. (Baseline 2019-2020)				
Priority 6c The percentage of students who on the most recent CHKS report that they feel safe at school.	46% of the students reported on the 2019-20 CHKS that they feel safe at school. (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	56%
Priority 6c The percentage of students who on the most recent CHKS report that there is a teacher or adult who cares about them.	62% of the students reported on the 2019-20 CHKS that there is a teacher or adult who cares about them. (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	70%
Priority 6c The percentage of students who on the most recent CHKS report that they feel like they are a part of their school.	38% of the students reported on the 2019-20 CHKS that they feel like they are a part of their school. (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	50%
Priority 6c. The percentage of students who on the LCAP Student Survey	48% of the students reported on the LCAP Student Survey that the school supports	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
report that the school supports their social-emotional needs.	their social-emotional needs. (Baseline 2019-2020)				
Priority 6c. 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.	71% of the parents reported on the LCAP Parent Survey that the school provides their child extra help when they are struggling socially or emotionally (Baseline 2019-2020)	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	80%
Priority 5d/5e Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools (JCCS) context because our students are not with us long enough to obtain a high school diploma, they do so at their high school of residence enrollment. The JCCS does not generate a dropout rated based on the prescribed four-year cohort method since students generally do	N/A	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Trauma-informed care practices	Provide support services to students with a focus on trauma-responsive care.	\$0.00	No
2	Social-emotional learning	The Student Support Specialist at Golden Hills Community School will provide emotional learning and social skills group facilitation. (The probation staff at Evergreen Academy provides services) (Costs included in Goal 2, Action 4)	\$0.00	No
3	Individual counseling	Students who require more intensive counseling will be referred to a Marriage and Family Therapist (MFT) from the Student and Program Support department. This professional support will be funded through LCAP.	\$44,957.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Trauma-responsive care and restorative practices	Improve the school environment by providing professional learning, including administrators, teachers, paraprofessionals, and student support specialists related to trauma-responsive and restorative practices.	\$0.00	No
5	Positive Behavior Interventions and Supports (PBIS)	Intensify implementing a school-wide Positive Behavior Intervention and Supports system aligned with the Multi-Tiered System of Supports (MTSS) model, focusing on restorative justice principles as an alternative to suspension.	\$8,265.00	No
6	School Attendance Review Board process	Continue to implement a School Attendance Review Board with relevant school district partners to address student attendance.	\$0.00	No
7	Supporting parents	Offer consultation and resources for parents/guardians on how to support their children's success in SCOE programs. (Cost included in Goal 2, Action)	\$0.00	No
8	Communication with families	Intensify communication between 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.	\$0.00	No
9	Mental health screening	Continue to use a mental health screening for all GHCS students to determine their social-emotional support needs and plan for services accordingly (costs included in Action 3 above)	\$0.00	No
10	Wellness Centers	Utilize wellness centers at both GHCS sites and at JDF to provide students with therapeutic services to address their social emotional and mental health needs.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Continue to address the barriers that foster and homeless students experience. Priority 10

An explanation of why the LEA has developed this goal.

Solano County Office of Education has selected this goal to support foster and homeless students at greater risk for dropping out of high school due to an array of factors such as lack of school stability, trauma, and significant mental health issues.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 10 The number of services provided by the SCOE staff is co-located at Child Welfare Services.	225 services	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	225
Priority 10 The number of training, professional learning, and technical assistance opportunities for SCOE staff, foster and homeless education liaisons/school personnel, and partner agencies, including Child Welfare Services (CWS), related to our	14	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
coordination of support and services for foster and homeless students.					
Priority 10 The number of members of the Solano County Foster Youth Education Planning Team.	32	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	35
Priority 10 The number of school-based wellness sites.	20	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	25
Priority 10 The number of FYEPT post-secondary workgroups/other meetings and activities focused on the development/ facilitation of post-secondary/vocational opportunities for foster/homeless youth.	7	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	7
Priority 10 The number of foster and homeless students who participate in post-secondary/vocational	100	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	125

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
events or activities such as FAFSA completion, informational sessions, interactive college, and vocational experience.					
Priority 10 The development and update of an online resource database/application that houses resources for foster and homeless youth and community partners.	database/platform created and updated.	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	database/platform created and updated.
Priority 10 The number of participants in a homeless education collaborative that focuses on the needs of homeless youth, mitigating barriers, and leveraging resources to improve equity and access to essential resources for homeless students and their families.	25	[Intentionally blank]	[Intentionally blank]	[Intentionally blank]	35

Actions

Action #	Title	Description	Total Funds	Contributing
1	Service provision	A SCOE staff will provide services that support the educational needs of foster youth. The staff will be co-located at Child Welfare Services.	\$0.00	No
2	Trainings, professional learning, and technical assistance	SCOE staff will provide training, professional learning, and technical assistance opportunities for SCOE staff, foster and homeless education liaisons/school personnel, and partner agencies, including Child Welfare Services (CWS), related to the coordination of support and services for foster and homeless students including mental health/reduction of stigma, trauma-informed practices, foster and homeless rights and services, legislation, and resources such as post-secondary/vocational opportunities.	\$0.00	No
3	Membership of Foster Youth Education Planning Team (FYEPT)	SCOE staff will continue to engage and build on the current FYEPT membership.	\$0.00	No
4	Mental Health Support	SCOE staff will continue to grow and expand school-based wellness sites/services and provide technical assistance to school sites. Wellness sites will have a focus on cultural competency and stigma reduction.	\$0.00	No
5	Resources	SCOE staff will develop and update an online resource hub for community partners, transition-age foster, and youth experiencing homelessness.	\$0.00	No
6	Post-Secondary/Vocational Planning Opportunities	SCOE staff will facilitate post-secondary workgroup/other meetings and activities focused on developing, coordinating, and capacity building post-secondary/vocational opportunities for foster/homeless youth and track participation in planning events/activities.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
7	Post-Secondary/Vocational Planning Opportunities	SCOE staff will facilitate and coordinate foster and homeless post-secondary/vocational events/activities and track student participation.	\$0.00	No
8	Post Secondary/Vocational Planning Opportunities	SCOE staff will lead the development, implementation, facilitation of the homeless collaborative and grow the membership.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.28%	\$281,443

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

In order to address the needs of foster youth, English learners, and low-income students the following actions were carried over from the 2017-2020 LCAP. The carryover of these actions was based upon the limited implementation of some of the planned actions and services, as well as feedback collected from LCAP Stakeholder Engagement Meetings. Additional supports were added to each action in order to ensure the effective implementation of services and ongoing supports for students.

GOAL 1: Improve the instructional outcomes for students.

Action 3: Provide coaching to teachers to implement the use of Google apps for the classroom and continue to increase the implementation of the Edgenuity online learning portal system.

Access to technology for Foster Youth, English Learners, and Low-Income students provide additional access to grade-level content. Students at Golden Hills and Evergreen Academy are classified as Foster Youth, English Learners, and Low-Income students who need access to technology devices providing these student groups with Chromebooks assists with building technology skills and providing students with resources that support credit recovery and language acquisition. English Learners have access to online programs that complement the English Language Development (ELD) instruction they receive in their classrooms. Increasing the use of technology at Golden Hills Community School and Evergreen Academy contributes to assisting students with access to the credit recovery program Edgenuity and other online resources. Students have access to Chromebooks which have helped them during the 2019-2020 and 2020-2021 school years with Distance Learning. Professional Learning and Coaching for classroom teachers ensure that technology is enhanced and expanded across all content areas. The use of online platforms such as Google Classroom requires teachers to engage with professional learning that keeps them informed about enhancements to the platforms.

Student Impact

This action is carried over from the 2017-2020 LCAP based upon the continued need to improve the access to technology in the classroom. During the 2020-21 school year, 100% of students of students who completed the LCAP Survey stated that access to a computer assisted them with completing their coursework. 93% of parents agreed that their children needed access to a computer in order to complete their coursework. Foster Youth and Low-Income Students: Golden Hills Community School and Evergreen Academy students have access to Chromebooks to engage with online learning, including credit recovery with the Edgenuity program. The increased use of technology contributes to students having additional resources to conduct research and engagement with online resources related to the lessons taught in their classrooms. Professional learning and coaching for teachers with technology contribute to the effectiveness of technology use of students identified as Foster Youth or Low-Income Students. Golden Hills Community School Students have access to Google apps such as Google Classroom. Students at Evergreen Academy can utilize the Edgenuity Platform and other resources with secure access to the internet, such as RACHEL. Continued review of appropriate internet programs for Evergreen Academy will continue during the 2021-2022 school year.

English Learners: Technology used for English Learners is a significant support for their English Language acquisition. The access to Chromebooks contributes to students having the opportunity to access additional programs that support their access to English Language Development (ELD) instruction. Professional learning and coaching for classroom teachers will assist with increased usage of additional technological programs for English. Professional Learning for teachers dedicated to effective technology use for English Learners would support their academic achievement levels in all curricular areas. During the 2020-2021 school year, 10.2% of the students at Golden Hills Community School were classified as English Learners. 16.3% were classified as Fluent English proficient (FEP). The number of Fluent English Proficient (FEP) students was higher than in previous years. At Evergreen Academy, 20% of the students were classified as English Learners. 6.7% of the students were classified as Fluent English Proficient (FEP). The number of English Learners at Evergreen Academy has decreased due to the overall decrease of student enrollment.

Action 6: Provide instructional leadership; Provide LEA-wide leadership to support coordinate professional learning and coaching for all team members and monitor the implementation of services included in the LCAP (funded through LCAP at .50 FTE)

Instructional Leadership contributes to ensuring that the instructional programs at Golden Hills Community School and Evergreen Academy are standards-based and focused on the specific needs of all learners. Foster Youth, English Learners, and Low-Income students benefit from having classrooms employing the latest and most effective instructional strategies. The instructional leader provides Professional learning opportunities for teachers and support staff members that focus on specific supports for student groups. Targeted and ongoing Professional Learning opportunities contribute to increasing the overall achievement levels of all student groups. Instructional leadership contributes to the overall success of the academics and operations of Golden Hills Community School and Evergreen Academy. The instructional leader works collaboratively with teachers, students, parents, the Student Support Specialist, Student Attendance Liaison, Student Wellness Specialist, and the Program Manager Educational Liaison to ensure that the needs of all students are met.

Student Impact:

Foster Youth: Students identified as Foster Youth are provided with academic and community resources that assist them in learning and basic needs when appropriate. The program administrator provides access to professional learning opportunities to support Foster Youth. Teachers are supported through the program manager educational liaison with additional support for Foster Youth. Professional Learning presentations related to Foster Youth are also provided when requested.

English Learners: English Learners will benefit from the integrated and designated English Language Development (ELD) instruction provided in their classrooms. Students benefit from the instructional strategies and resources that their teachers provide due to the professional learning opportunities that the instructional leader provides for classroom teachers.

Low-Income Students: Students identified as low-income benefit from engagement with standards-based instruction and opportunities for intervention support when needed. The instructional leader, along with classroom teachers and support staff members, to receive student data and implement support resources when needed. In collaboration with the instructional leader and classroom teachers, the Student Support Specialist determines if the students need community resources to assist them with consistent classroom attendance and learning.

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

Action 2: Support family engagement; SCOE will increase its outreach to families by organizing bi-monthly opportunities for families and students to come to the school and engage in discussions about supporting their educational journey.

Family engagement activities are a critical component to the educational programs offered at both Golden Hills Community School and Evergreen Academy. The parents/ guardians of Foster Youth, Low-Income Students, and English Learners are engaged with school activities that encourage their participation and recommendations to make the programs accessible to all learners. Families of these student groups are provided with opportunities to fully engage with the schools' overall instructional and operational programs. School Site Council Meetings and LCAP Parent Advisory Committee Meetings ensure that the voices and needs of all families are heard and incorporated into the programs and resources offered at both schools. The engagement of families is critical to the success of all students. School Site Council Meeting, Parent/Teacher Conferences, LCAP Parent Advisory Committee Meetings, ELAC Committee Meetings (English Language Advisory Committee Meetings), and the Credit Modification/Graduation Committee Meetings ensure that the voices of families are included in school-wide decision making. Engagement Activities during the 2020-2021 school year were conducted virtually via Zoom. In-Person activities will resume post-Covid-19.

Student Impact:

Foster Youth: Parent meetings encourage the parents/guardians of Foster Youth to share their concerns and recommendations for students enrolled at Golden Hills and Evergreen Academy. Parent/guardian input for Foster Youth assures that resources are available to students when needed. Access to resources such as the Wellness Center and the Student Wellness Specialist is reviewed.

English Learners: Input from the families of English Learners supports teachers, administrators, and the Student Support Specialist with ensuring that needed resources are provided for the families of English Learners. Materials in English and Spanish are available to students, and parents are interested in learning English along with their children. The connection to families through using the Language Line has contributed to allowing for more communication between the schools and homes of students. The English Learner populations at Golden Hills and Evergreen Academy are very small, and there is no established English Learner Advisory Committee (ELAC) at either site. The School Site Councils and the Parent Advisory Committees ensure that English learners' needs are included in all instructional and program planning.

Low-Income Students: The needs of low-income students are addressed at family engagement meetings. Recommendations for instructional programs and needed resources for families are discussed and approved for implementation. They are managing the student's social-emotional needs. The Student Support Specialists and the Student Wellness Specialists work in collaboration with parents, students,

teachers, administrators, and community partners to ensure that the needs of low-income students are met. Parental engagement helps the team determine the frequency and quantity of support needed for Low-Income Students.

Action 4: This a rollover from 2017-2020 due to the high number of unduplicated students who have Individual Learning Plans. Support student progress and improve student outcomes by having teachers, students, and Support Specialists meet monthly to review and revise each student's Individual Learning Plan as appropriate with more intensive consideration given to English learners, Foster Youth, and students who are low income. The Individualized Learning Plans provide a detailed plan of action to support students with achieving their academic goals. The Student Support Specialist routinely meets with students and classroom teachers to discuss each student's progress. The needs of students identified as Foster Youth, English Learners, or Low-Income students are taken into consideration when talking about successes or challenges that are impacting student performance levels. The Student Support Specialist provides students enrolled in Golden Hills Community School or Evergreen Academy a detailed, thorough review of their academic progress while creating and establishing an individual student individual learning plan. The plan provides a specific objective and path to graduation. The plan is reviewed monthly with the student's teacher, program administrator, student support specialist, parent/guardian, and student. Monthly Meetings promote the collaborative approach to raising student achievement levels and ensures that students play an essential role in working with their classroom teachers and the Student Support Specialist to achieve their academic goals successfully.

Student Impact:

Foster Youth: Students identified as Foster Youth students are supported with academic and social-emotional resources when needed. Collaboration between the guardian/Social Services agency, Student Support Specialist, Program Manager, Educational Liaison, and classroom teachers ensures that the services provided are appropriate to support the needs of Foster Youth. Teachers share students' progress, and as a team, the plan for a student progress is adjusted when needed. Monthly meetings ensure that Foster Youth are making adequate progress.

English Learners: Monthly meetings concerning students' progress identified as English Learners impact the progress students are making with English Language Development (ELD) instruction and the connection to all areas of the core curriculum. Monthly review of ELs Individual Learning Plans also provides feedback to teachers concerning the type of Professional Learning that is needed to support students with their academic challenges related to language acquisition.

Low-Income Students: Like Foster Youth and English Learners, the review of Low-Income Students' Individualized Learning Plans contributes to supporting students with academic resources and, when needed, social-emotional or other resources required. Monthly Meetings promote the collaborative approach to raising student achievement levels and ensures that students take an essential role in working with their classroom teachers and the Student Support Specialist to successfully achieve their academic goals.

GOAL 3: Increase College and Career Readiness services provided to students.

Action 1: This is a rollover from 2017-2020 due to the continued need to support unduplicated with career planning. Provide students with Career Exploration instruction that prepares them for entry into college and future career paths.

Career exploration instruction supports all students, including Foster Youth, English Learners, and Low-Income students, with researching and learning about the requirements college admission and entrance into desired careers. Career exploration instruction supports Foster Youth, English Learners, and Low-Income students with researching and learning about the requirements for college admission and entrance into desired careers.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identified as Foster Youth, English Learners, and Low-Income students receive instruction that prepares them for understanding the requirements necessary for college admission or enrollment with a career-focused program such as construction, culinary arts, cosmetology, law enforcement or other careers. Students engage with coursework that teaches them how to update their resumes, letters of interest, effective interview skills, and application preparation. These effective tools assist teachers with identifying the specific content areas that students need additional support with. English Learner students or those students with academic challenges can build their skill sets in preparation for their future college or career paths. College and Career Readiness instruction serves as another level of support to encourage students to complete the recovery of credits and completion of coursework required for graduation. English Learners benefit from having opportunities to further enhance their language skills by participating in effective lessons that mirror their experiences when applying to colleges/universities or work.

Action 3: Provide financial literacy instruction; continue providing financial literacy instruction for all students, including budgeting, credit, savings, and investments.

Financial literacy assists students with understanding how budgeting, credit, savings, and investments impact their lives. Students at Golden Hills Community School and Evergreen Academy identified as Foster Youth, English Learners, and Low-Income Students are engaged with instruction that will impact the financial decisions in their lives post K-12. Financial literacy assists students with understanding how budgeting, credit, savings, and investments impact their lives. Students at Golden Hills Community School and Evergreen Academy identified as Foster Youth, English Learners, and Low-Income Students are engaged with instruction that will impact the financial decisions in their lives post K-12.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identified as Foster Youth, English Learners, and Low-Income Students can access instruction that provides them with access to understanding how to engage with their finances. English Learners can increase their vocabulary development through interactive lessons that bridge the language with practical experiences with the topics discussed. Foster Youth and Low-Income students benefit from understanding the importance of understanding their finances as they prepare to move into college or a career. All students are provided with lessons that connect the content to real-life examples that the students can relate to. The concepts learned in the course will assist them with their future financial decisions because they are introduced to current trends and terms associated with personal finances.

Action 4: This action is continued from 2017-2020 due to the increase of work ready certification. Work-Ready! and Industry recognized Certifications; Provide Work-Ready! -Certifications instruction on a wheel basis to reach more students at Evergreen Academy and Golden Hills Community School.

Providing access to Work- Ready! and industry-recognized certifications for Foster Youth, English Learners, and Low-Income Students at Evergreen Academy and Golden Hills Community School provides these student groups with instruction that will prepare certification in their industries of interest. Providing access to Work- Ready! and industry-recognized certifications for Foster Youth, English Learners, and Low-Income Students at Evergreen Academy and Golden Hills Community School provides these student groups with instruction that will prepare certification in their industries of interest. 100% of the students at Evergreen Academy and Golden Hills Community School who applied for the Food Handlers certification successfully completed the coursework and earned the certification.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identified as Foster Youth, English Learners, and Low-Income students at Golden Hills Community School and Evergreen Academy gain access to the requirements for certification in various industry areas. Students are engaged with lessons that provide them with the vocabulary and types of assessments they will need to pass to engage with future careers. English Learners can utilize the skills acquired through their English Language Development designated or integrated lessons to access the curriculum and build upon their language acquisition skills. Classroom teachers can use the assessments collected from the courses to provide intervention support in mathematics or writing when needed.

Action 5: Fund an Assistant Director position to provide Golden Hills Community School students with Work-Based Learning experiences. The Assistant Director of College and Career Readiness assists students at Golden Hills Community. Foster Youth, English Learners, and Low-Income students are assisted with engaging in work-based experiences that allow them to engage with real-life work experiences that prepare them for entrance to careers. The Assistant Director of College and Career Readiness assists students at Golden Hills Community. Foster Youth, English Learners, and Low-Income students are assisted with engaging in work-based experiences that allow them to engage with real-life work experiences that prepare them for entrance to careers.

Student Impact:

Foster Youth, Low Income, and English Learners: Students identifiers at Foster Youth, English Learners, and Low- Income students can utilize their academic skills along with their learned technical skills to prepare for work. Foster Youth and Low-Income students can receive additional support when needed with educational or community resources. Partnerships with Social Services Agencies can also assist with making sure that these student groups have the resources necessary to ensure their full participation. English Learners are provided with additional resources during their English Language Development (ELD) classes to support their language acquisition and comprehension of industry requirements. The Assistant Director of College and Career Readiness collaborates with the Program Administrator, Director of Student Services, Equity and Support, the Student Support Specialist, and the College and Career Readiness Development Specialist to create opportunities for all students to benefit from this instruction that provides them with tools necessary for their future career goals.

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

Action 3: Students who require more intensive counseling will be referred to a Marriage and Family Therapist (MFT) from the Student and Program Support department. This 0.6 FTE professional will be funded through LCAP.

Individual counseling services are available for Foster Youth, English Learners, and Low-Income students when needed. Individual counseling provides students with access to resources when requested. These services assist students with managing challenges in their lives that may temporarily impede their participation in learning. Action 3 is effective in meeting the goals of Foster Youth, English Learners, and Low-Income students because individual counseling provides students with access to resources when requested. These services assist students with managing challenges in their lives that may temporarily impede their participation in learning.

Student Impact:

Foster Youth, Low Income, and English Learners: Individualized counseling services for students provide a safe place for students to discuss and receive support with their social-emotional needs. Foster Youth, English Learners, and Low-Income Students who need assistance can request these services. Students dealing with high trauma in their lives have a resource that will assist them with full

engagement with school. Referrals to additional resources within the community may also be available to students in need. Individual counseling is a high need at Golden Hills Community School.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Solano County Office of Education will utilize LCFF Supplemental funds in order to support the actions and services primarily focused on student groups that are considered unduplicated (Foster Youth, English Learners, and Low-Income Students).SCOE is required to use 4.28% from the general funds to use as LCFF Supplemental funds.

The Solano County Office of Education utilized stakeholder input, educational research of effective instructional practices, mental health wellness support strategies to ensure that the needs of students are met. In addition, the collection and analysis of formative and summative assessment indicators including the California School Dashboard Data, California Assessment of Student Progress (CAASPP), English Language Proficiency Assessments for California (ELPAC), Renaissance Assessments, and Edgenuity Assessments will assist with achieving the goals identified in the LCAP that contribute and promote a higher level of academic achievement for all students.

INCREASE IN SERVICES:

A. Teachers will receive support with increasing the utilization of technology in the classroom. The utilization of GOOGLE Apps provides students with access to resources that contribute to their acquisition and mastery of grade-level standards. The increased use of Edgenuity supports students with the acquisition of completing deficient credits that are needed for high school graduation eligibility. Teachers will engage with professional learning opportunities that assist them with increasing the use of instructional technology support programs and strategies. This work is equity-focused and assists Foster Youth, English Learners, and Low-Income students with achieving a higher level of academic success.

B. The Student Support Specialist will meet with students, teachers, parents, and administrators monthly in order to review, monitor, and assess the effectiveness of each student's Individualized Learning Plans (ILPs). The Student Support Specialist works full time in order to ensure that students are receiving continuous support with their academic planning. Students also receive transition services upon return to their middle schools or high school districts of residence.

C. An Introduction to Construction Trades course will be offered to students enrolled at Golden Hills Community School and Evergreen Academy. This partnership between the Solano County Office of Education and Solano County Probation will increase student's access to the courses and experiences with instruction that prepares them for entry into the trades preparation programs or work. The addition of the course will assist with expanding CTE programs offered to students who are interested in preparing for future careers in the Construction/ Trades.

D. Wellness support is essential to the academic and social-emotional success of our Foster Youth, English Learners, and Low-Income students. Intensive counseling services will be provided for students through the Marriage and Family Therapist from the Student Services

Support Program. Students will receive individualized support that is designed to give them the resources necessary to assist with their mental well-being which will contribute to their success within the classroom and community.

E. Increasing the number of work-based experiences will support students with effective preparation for entry into the trades programs. Foster Youth, English Learners, and Low-Income students are afforded the opportunity to engage with college campus tours, excursions to the Trades Union Training sites, access to guest speakers, and other educational facilities that expose them to the skills necessary to successfully participate in educational programs post-high school along with work readiness.

IMPROVEMENT IN SERVICES:

A. Leadership focused on improving professional learning opportunities for teachers and staff members is essential to the overall operations of the academic program. Professional learning opportunities for staff members ensure that students are participating in learning environments that are standards-based, engaging, equity-focused, and innovative. Continuous monitoring of the goal identified in the LCAP will further ensure that resources and services for Foster Youth, English Learners, and Low-Income students are met. The Leadership Team implements, monitors, and evaluates the effectiveness of the overall academic program and support activities.

B. Funding a 0.25 FTE Assistant Director to support the Work Readiness Program assists with providing students at Golden Hills Community School with work-based experiences in the trades. Work-based learning contributes to creating a program that provides Foster Youth, English Learners, and Low-Income students with the appropriate resources that are necessary for their success. Providing students with "hand-on" experiences is essential to their academic growth and entry into the work world following graduation from high school.

C. Providing access to Work Ready! and industry-recognized certifications affords students the opportunity to obtain the necessary documents required for work entry. Foster Youth, English Learners, and Low-Income students enrolled at Golden Hills Community School and Evergreen academy are provided with the access to obtain these certification documents while enrolled. Students receive preparation instruction that prepares and assists them with obtaining these valuable certifications.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$363,716.00	\$125,000.00	\$166,980.00	\$129,516.00	\$785,212.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$663,681.00	\$121,531.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Targeted professional learning					\$0.00
1	2	All	Project-Based Learning and research		\$125,000.00		\$27,550.00	\$152,550.00
1	3	English Learners Foster Youth Low Income	Increased use of instructional technology	\$39,292.00	\$0.00	\$0.00	\$0.00	\$39,292.00
1	4	All	Implementation of evidence-based practices	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	5	All	Provide English language development instruction		\$0.00	\$0.00	\$0.00	\$0.00
1	6	English Learners Foster Youth Low Income	Provide instructional leadership	\$78,967.00	\$0.00	\$0.00	\$0.00	\$78,967.00
1	7	All	Innovation Lab, robotics, and STEM instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	8	All	Access to the internet for students in JDF	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	9	All	Instructional support for students needing additional assistance	\$0.00	\$0.00	\$0.00	\$29,881.00	\$29,881.00
1	10	All	Individual plans case management	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	All	Services for expelled students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2	English Learners Foster Youth Low Income	Support family engagement	\$5,512.00	\$0.00	\$0.00	\$0.00	\$5,512.00
2	3	All	Provide transition services for Evergreen Academy students	\$0.00	\$0.00	\$101,927.00	\$63,820.00	\$165,747.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Support student progress.	\$82,352.00	\$0.00	\$0.00	\$0.00	\$82,352.00
2	5	All	Documenting parent outreach	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	6	All	Intensify transition services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	1	English Learners Foster Youth Low Income	Career exploration instruction	\$28,602.00	\$0.00	\$0.00	\$0.00	\$28,602.00
3	2	All	Offer a career technical education course.	\$0.00	\$0.00	\$63,951.00	\$0.00	\$63,951.00
3	3	English Learners Foster Youth Low Income	Provide financial literacy instruction	\$28,602.00	\$0.00	\$0.00	\$0.00	\$28,602.00
3	4	English Learners Foster Youth Low Income	Work-Ready! and Industry recognized Certifications.	\$551.00	\$0.00	\$0.00	\$0.00	\$551.00
3	5	English Learners Foster Youth Low Income	Work-based learning experience.	\$54,881.00	\$0.00	\$0.00	\$0.00	\$54,881.00
3	6	All	Increase the number of Work-Based Learning Experiences.	\$0.00	\$0.00	\$1,102.00	\$0.00	\$1,102.00
3	7	All	Access to college classes.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	8	All	Increase student and parent awareness of College and Career Readiness activities offered to students.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	All	Trauma-informed care practices	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	2	All	Social-emotional learning	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	English Learners Foster Youth Low Income	Individual counseling	\$44,957.00	\$0.00	\$0.00	\$0.00	\$44,957.00
4	4	All	Trauma-responsive care and restorative practices	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	5	All	Positive Behavior Interventions and Supports (PBIS)	\$0.00	\$0.00	\$0.00	\$8,265.00	\$8,265.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	6	All	School Attendance Review Board process	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	7	All	Supporting parents	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	8	All	Communication with families	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	9	All	Mental health screening	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	10	All	Wellness Centers	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	1	All	Service provision	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	2	All	Trainings, professional learning, and technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	3	All	Membership of Foster Youth Education Planning Team (FYEPT)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	4	All	Mental Health Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5	All	Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	6	All	Post-Secondary/Vocational Planning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	7	All	Post-Secondary/Vocational Planning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	8	All	Post Secondary/Vocational Planning Opportunities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$363,716.00	\$363,716.00
LEA-wide Total:	\$257,815.00	\$257,815.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$105,901.00	\$105,901.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Increased use of instructional technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,292.00	\$39,292.00
1	6	Provide instructional leadership	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,967.00	\$78,967.00
2	2	Support family engagement	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHCS	\$5,512.00	\$5,512.00
2	4	Support student progress.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,352.00	\$82,352.00
3	1	Career exploration instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,602.00	\$28,602.00
3	3	Provide financial literacy instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,602.00	\$28,602.00
3	4	Work-Ready! and Industry recognized Certifications.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: JDF/Evergreen Academy	\$551.00	\$551.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Work-based learning experience.	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHCS	\$54,881.00	\$54,881.00
4	3	Individual counseling	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: GHCS	\$44,957.00	\$44,957.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.
- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.