

Solano County Office of Education
Local Control Accountability Plan (LCAP)

Executive Summary

The Solano County Office of Education (SCOE) currently offers instructional programs to over 150 students in the Juvenile Court and Community School (JCCS) System. As part of the Solano Special Education Local Plan Area (SELPA), we also provide our districts with contracted instructional services to approximately 544 students age birth-22 with moderate to severe disabilities. As is required, this LCAP describes goals and specific actions to achieve those goals for our students who are funded through the county office of education Local Control Funding Formula (LCFF) as identified in Education Code (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities.

We undertook an extensive engagement process that included 14 stakeholder engagement meetings and activities including gathering information from certificated and classified staff, students of the Juvenile Detention Facility (JDF), Probation Department staff who serve as non-custodial parents of the students in the JDF, students and parents/guardians of the JCCS, students of the Division of Undocumented Children's Services (DUCS) program and staff who serve as the non-custodial parents of the students, English learner (EL) students and parents, and foster youth services (FYS) providers including Solano County Child Welfare staff and a variety of community-based organizations and partners who support socio-economically disadvantaged and foster youth in our community. The stakeholder engagement process served as a way to inform and educate our key stakeholders including parents, students, community partners and foster youth (FY) agencies about the 10 state priorities and how the LCAP will serve to focus the use of SCOE resources to support the needs of all students including ELs, socio-economically disadvantaged youth, and FY.

Input gathered during the stakeholder engagement process informed the development of the LCAP goals. The following goals were identified for all students including socio-economically disadvantaged students, EL students, and FY: 1) Provide students with intensive academic instruction and intervention; 2) Provide students with services that promote success with transition and life skills; 3) Provide students with services that promote career readiness; and 4) Provide students with services that promote social-emotional well-being and positive behavior. The need to strengthen the instructional delivery and monitoring system for ELs and redesignated students was also identified in addition to the need to develop a metric to track services of support and achievement outcome data for foster youth and socio-economically disadvantaged students.

In terms of addressing the needs of students with disabilities, Special Education has always been designed as a cost sharing model including contributions from federal, state, and local funding sources. The LCFF represents the funding source for local district contribution to special education. Further, students with disabilities are general education students before they are students with disabilities. Therefore, all of the services provided under the SCOE LCAP for general education students, including services designed for targeted populations, are also available to students with disabilities to the same extent as their typically developing peers and as appropriate pursuant to each student's Individual Education Plan (IEP).

While the LCAP provides the opportunity to transparently provide the stakeholder community details regarding SCOE's actions and expenditures to support pupil outcomes and overall performance, it also surfaces challenges relative to the tracking of outcomes of the students whom we serve. Student mobility between California Basic Educational Data System (CBEDS) and day of testing yields a low percentage of valid standardized assessment scores for all students. Additionally, the same challenge holds true for EL students relative to English language development progress and redesignation rates given that the average stay of students in our JCCS programs is 4-6 months. Because of the challenges that the students we serve have faced which contributed to their placement in the JCCS, we have focused on alternative academic achievement measures that provide a more reliable metric associated with student progress, such as ongoing interim assessment measures in core subjects and English Language Development (ELD). We also focus on those metrics that although not academic, have an impact on academic achievement such as attendance and chronic absence rates, suspension rates, credit recovery rates, decrease in amount of time from release from the JDF to enrollment in their home school, tracking and success of support services being provided, and success toward minimizing changes in school placement of FY.

It is our priority, through the transparent process outlined in the LCAP, to focus on implementing our goals and monitoring the outcomes on behalf of the students whom we serve. In summary, the process of developing the LCAP has reinforced our previous focus on academic achievement, and has resulted in greater resources and attention being focused on life skills, social-emotional development, and transition to the world of work. We have every confidence that this LCAP will result in improved student outcomes for our neediest students.

§ 15497. Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: Solano County Office of Education

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LCAP Year: 2014/2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula (LCFF) as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic : degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards : implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only) : coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only) : coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement : performance on standardized tests, score on Academic Performance Index (API), share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes : pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement : efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement : school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate : pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

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Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

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Involvement Process	Impact on LCAP
<p>The stakeholder engagement process began in early November of 2013. Fourteen stakeholder engagement meetings have taken place since then to include meetings with parents and District Superintendents and their Leadership Teams. Additionally, we facilitated opportunities for all SCOE staff including bargaining unit representatives to provide input. We also consulted with the Solano County Education Association representatives, engaged in stakeholder input meetings with JDF, JCCS, and DUCS students, staff, parents, and non-custodial parents. We also met with the representatives from the Student Services department of each school district in the context of the County wide Student Services Representatives Council. This council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and annually updates the County Wide Plan for Expelled Students.</p> <p>In addition, we met with the members of the Foster Youth Education Project Council which includes foster youth advocacy representatives from the following partner agencies:</p> <p><u>County Partners:</u> Solano County Juvenile Court System Solano County Board of Supervisors</p> <p><u>Placing Agencies:</u> Solano County Department of Health and Social Services - Child Welfare Services Solano County Probation Department</p>	<p>Input gathered during the stakeholder engagement process informed the development of the LCAP goals. The stakeholder engagement process has also served as a way to inform and educate our key stakeholders including parents, students, community partners and foster youth agencies about the 10 state priorities and how the LCAP will serve to focus the use of SCOE resources to support the needs of all students including English learners, socio-economically disadvantaged youth, and foster youth. Changes have been made in the LCAP throughout the development process as a result of written comments or other feedback received thus far.</p>

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Involvement Process	Impact on LCAP
<p><u>Local Education Agencies:</u> 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</p> <p><u>Educational Partners:</u> Solano County Special Education Local Plan Area Vallejo City Unified School District Special Education Local Plan Area Solano Community College</p> <p><u>Community Partners:</u> CASA of Solano County Solano County Foster Parent Association Foster A Dream First Place for Youth - Independent Living Skills Program Stahnke & Associates Child Welfare Services Ombudsman Aldea Treatment Foster Care Mary's Help Mile High Group Home California School Board Association Region 3 County Counsel Public Defenders Office of Solano County Solano County Department of Health and Social Services – Mental Health Division The parents that participated included parents of English Learner students and Foster Youth.</p>	

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Involvement Process	Impact on LCAP
<p>The stakeholder engagement process was conducted from November 2013 to March of 2014. At each of the stakeholder engagement meetings we presented data relative to the number of students that we serve in the JCCS system, demographic data related to language proficiency and socio-economic status. We also conducted a needs assessment which included a compilation of student achievement data. Based on the information presented, individuals present at the stakeholder engagement meetings were provided the opportunity to provide input relative to the knowledge and skills they felt students needed in order to be successful. Stakeholders engaged in a process to categorize and group knowledge and skills identified.</p> <p>In addition to face-to-face stakeholder engagement meetings, stakeholders have been provided the opportunity and have been invited to provide input into the development of the LCAP by way of a survey that has been announced on the SCOE Facebook page, an LCAP input link on the SCOE website, and organization-wide communication and invitation to provide feedback either through the face-to-face stakeholder meetings or via the survey. The survey is in English and in Spanish.</p> <p>The specific actions that were taken to meet statutory requirements for stakeholder engagement pursuant to Ed Codes 52026, 52068 and 47606.5 include a presentation of the LCAP draft prepared for the SCOE Parent Advisory committee that parents (and non-custodial parents) of targeted pupil identified in Ed Code section 42238.01 were invited to attend on April 3, 2014 for review and comment. Another presentation was also provided to the Parent Advisory on May 1, 2014. The required public hearing took place at the regularly schedule meeting of the County Board of Education on June 11, 2014. The final approval took place in conjunction with the final budget approval at June 25th , County Board of Education meeting.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

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Section 2 Goals and Progress Indicators								
Identified Need & Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update of Progress	What will be different/improved for students? (based on identified metric)			Related and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

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Section 2 Goals and Progress Indicators								
Identified Need & Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update of Progress	What will be different/improved for students? (based on identified metric)			Related and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>There is a need to provide students with intensive academic instruction and intervention. Metrics used to identify need include analysis of stakeholder input.</p> <p>In addition, analysis of:</p> <ul style="list-style-type: none"> -Basic services including teacher assignments, student access to instructional materials, and results of annual facilities inspection. -Implementation of California Common Core State Standards (CCSS) for all students including EL students, FY, Socio-economically disadvantaged students and significant subgroups Analysis of student achievement data including results of assessments administered upon registration in the JCCS programs, Special Education student's progress on IEP goals, EL students progress on attaining English language proficiency based on California English Language Development Test (CELDT) and other local measures, progress of all students toward meeting graduation requirements including passage of California High School Exit Exam (CAHSEE), and local benchmark assessment data. -Career Technical Education (CTE) programs services that support students to become college and career ready. <p>*Note: API data is not available in the current year and does not serve as a reliable measure of our JCCS program effectiveness due to insufficient number of valid test scores. Student transiency between CBEDS and day of testing also yields a very low percentage of valid scores. The Early Assessment Program and Advancement Placement exams are not administered/not applicable.</p> <ul style="list-style-type: none"> -Student Engagement including attendance and chronic absence rates. -School Climate including student suspension rates and other local measures such as the California Healthy Kids Survey (CHKS). <p>*Note Middle and High school drop out rates and student expulsion rates are not applicable to the JCCS context.</p> <ul style="list-style-type: none"> -Student access and enrollment in all required areas of study including study that assists students with credit recovery via the on-site programs or the Distance Learning program. -Other student outcomes including Accelerated Reader assessment results and ongoing in class interim assessment results. 	<p>Improve the instructional program being provided to students.</p>	<p>All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities.</p>	<p>All</p>		<p>Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated. In Year 1 we will establish baseline data. As a result of baseline, we will determine what would be reasonable growth in years 2 and 3.</p>	<p>Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated. Reasonable increase from baseline data established in year 1.</p>	<p>Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated. Reasonable increase from baseline data established in year 2.</p>	<p>Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6</p>

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Section 2 Goals and Progress Indicators								
Identified Need & Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update of Progress	What will be different/improved for students? (based on identified metric)			Related and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>There is a need to provide students with services that promote success with successful transition and life skills.</p> <p>Metrics used to identify need include analysis of stakeholder input.</p> <p>In addition analysis of:</p> <ul style="list-style-type: none"> -The county wide plan for expelled youth, services being provided to foster youth throughout the county. -Other Student Outcome measures including Workforce development services being provided to all JCCS students. Individual Learning Plans and follow up case management structures. -Efforts to seek parent involvement and promote parent participation. -Student Engagement including attendance and chronic absence rates. -School Climate including student suspension rates and other local measures such as the California Healthy Kids Survey (CHKS). <p>*Note Middle and High school drop out rates and student expulsion rates are not applicable to the JCCS context.</p>	Increase the educational transition services being provided to students.	All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities.	All		Increased level of services that contribute to positive outcomes for students after they transition out of the SCOE Alternative Education programs as evidenced by metrics indicated. In Year 1 we will establish baseline data. As a result of baseline, we will determine what would be reasonable growth in years 2 and 3.	Increased level of services that contribute to positive outcomes for students after they transition out of the SCOE Alternative Education programs as evidenced by metrics indicated. Reasonable increase from baseline data established in year 1.	Increased level of services that contribute to positive outcomes for students after they transition out of the SCOE Alternative Education programs as evidenced by metrics indicated. Reasonable increase from baseline data established in year 2.	<p>Conditions of Learning: 9, 10</p> <p>Pupil Outcomes: 8</p> <p>Engagement: 3, 5, 6</p>

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Section 2 Goals and Progress Indicators								
Identified Need & Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update of Progress	What will be different/improved for students? (based on identified metric)			Related and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>There is a need to provide students with services that promote career readiness. Metrics used to identify need include analysis of stakeholder input. In addition, analysis of:</p> <ul style="list-style-type: none"> -Student Engagement including attendance and chronic absence rates. -School Climate including student suspension rates and other local measures such as the California Healthy Kids Survey (CHKS). <p>*Note Middle and High school drop out rates and student expulsion rates are not applicable to the JCCS context.</p> <ul style="list-style-type: none"> -Student access and enrollment in CTE and workforce development programs and services 	Increase career readiness services provided to students.	All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities.	All		Increased level of Career readiness skills services provided as evidenced by an increase in number of students accessing career readiness programs and services based on the metrics indicated. In Year 1 we will establish baseline data. As a result of baseline, we will determine what would be reasonable growth in years 2 and 3.	Increased level of Career readiness skills services provided as evidenced by an increase in number of students accessing career readiness programs and services based on the metrics indicated. Reasonable increase from baseline data established in year 1.	Increased level of Career readiness skills services provided as evidenced by an increase in number of students accessing career readiness programs and services based on the metrics indicated. Reasonable increase from baseline data established in year 2.	<p>Conditions of Learning:</p> <p>7</p> <p>Pupil Outcomes</p> <p>8</p> <p>Engagement:</p> <p>5, 6</p>

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Section 2 Goals and Progress Indicators								
Identified Need & Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update of Progress	What will be different/improved for students? (based on identified metric)			Related and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>There is a need to provide students with services that promote social-emotional well-being and positive behavior.</p> <p>Metrics used to identify need include analysis of stakeholder input.</p> <p>In addition, analysis of:</p> <ul style="list-style-type: none"> -The county wide plan for expelled youth, services being provided to foster youth throughout the county. -Student Engagement including attendance and chronic absence rates. -School Climate including student suspension rates and other local measures such as the California Healthy Kids Survey (CHKS). <p>*Note Middle and High school drop out rates and student expulsion rates are not applicable to the JCCS context.</p>	Increase social-emotional support services provided to students.	All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities.	All		Increased level of educational transition planning services for students who successfully transition out of JDF to their home school, Golden Hills Community School as evidenced by the metrics indicated. In Year 1 we will establish baseline data. As a result of baseline, we will determine what would be reasonable growth in years 2 and 3.	Increased level of educational transition planning services for students who successfully transition out of JDF to their home school, Golden Hills Community School as evidenced by the metrics indicated. Reasonable increase from baseline data established in year 1.	Increased level of Career readiness skills services provided as evidenced by an increase in number of students accessing career readiness programs and services based on the metrics indicated. Reasonable increase from baseline data established in year 2.	<p>Conditions of Learning: 9, 10</p> <p>Pupil Outcomes: 8</p> <p>Engagement: 5, 6</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner (EL), and/or foster youth (FY) pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
8	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Implement CCCSS-ELA/ELD & Math in the JCCS	LEA		128,040	131,000	134,000
9	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Develop and Implement Project Based Learning instructional model for students in the JCCS	LEA		See above included in row 8	See above included in row 8	See above included in row 8
10	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Develop a model for providing JCCS students access to lab classes via the use of instructional technology	LEA		See above included in row 8	See above included in row 8	See above included in row 8
11	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement	LEA		17,455	23,270	23,270

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Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
12	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Provide JCCS Teachers and Administrators Instructional coaching support	LEA		See above included in row 11	See above included in row 11	See above included in row 11
13	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Develop a JCCS Instructional Program Walkthrough, Feedback, and Monitoring system	LEA		See above included in row 11	See above included in row 11	See above included in row 11
14	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Implement an electronic JCCS student achievement and assessment monitoring system	LEA		See above included in row 8	See above included in row 8	See above included in row 8

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Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
15	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	Provide a reduced class size for minors at the JDF in the Challenge Unit	SW		105,155	107,540	112,010
16	Increase career readiness services provided to students.	Conditions of Learning: 7 Pupil Outcomes: 8 Engagement: 5, 6	Provide career exploration instruction for students in JCCS programs	LEA		74,000	76,050	79,320
17	Increase career readiness services provided to students.	Conditions of Learning: 7 Pupil Outcomes: 8 Engagement: 5, 6	Provide financial literacy instruction for students in JCCS programs	LEA		See above included in row 16	See above included in row 16	See above included in row 16
18	Increase career readiness services provided to students.	Conditions of Learning: 7 Pupil Outcomes: 8 Engagement: 5, 6	Provide "Preparing for the Workplace" themed instruction for students in the JCCS	LEA		See above included in row 16	See above included in row 16	See above included in row 16

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Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
19	Increase career readiness services provided to students.	Conditions of Learning: 7 Pupil Outcomes: 8 Engagement: 5, 6	Provide "Success in the Workplace" themed instruction for students in the JCCS	LEA		See above included in row 16	See above included in row 16	See above included in row 16
20	Increase the educational transition services being provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Annually review and update the County wide plan for expelled students	County wide		Program Funds	Program Funds	Program Funds
21	Increase the educational transition services being provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Provide Educational Transition Planning services that support transition and follow up case management of students transitioning from CS	SW		65,000	99,090	103,500
22	Increase the educational transition services being provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Strengthen the Educational Transition Planning services that support transition and follow up case management of students transitioning from JDF and are aligned with a student's Individual Learning Plan(ILP)	LEA		See above included in line 21	See above included in line 21	See above included in line 21

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Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
23	Increase the educational transition services being provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Strengthen the development and monitoring of ILPs for each student at CS and JDF	LEA		See above included in line 21	See above included in line 21	See above included in line 21
24	Increase the educational transition services being provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Strengthen the In-take process at the JDF	SW		See above included in line 21	See above included in line 21	See above included in line 21
25	Increase the educational transition services being provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Develop a metric to determine effectiveness of education transition services.	LEA		See above included in line 21	See above included in line 21	See above included in line 21
26	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Provide Clinician Support Services to students at CS with a focus on Trauma Informed Support	SW		94,895	99,090	103,500

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Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
27	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Formalize a school wide continuum of support to ensure social-emotional and behavioral needs of CS students are addressed	SW		See above included in line 26	See above included in line 26	See above included in line 26
28	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Formalize a home visit program implemented by the Clinician to support and follow-up JCCS student attendance tracking system	LEA		See above included in line 26	See above included in line 26	See above included in line 26
29	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Develop a student attendance and chronic absence monitoring and data tracking system for students at CS	SW		See above included in line 26	See above included in line 26	See above included in line 26
30	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Provide P.D. to JCCS administrators and teachers related to Trauma Informed Care and Support	LEA		See above included in line 26	See above included in line 26	See above included in line 26

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Column	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
31	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Develop and Implement a School wide Positive Behavior Intervention system aligned with the Response to Intervention model with a focus on Restorative Justice principles	SW		See above included in line 26	See above included in line 26	See above included in line 26
32	Increase social-emotional support services provided to students.	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 5, 6	Develop and Implement a School Attendance Review Board (SARB) to address student attendance and behavioral issues	SW		See above included in line 26	See above included in line 26	See above included in line 26

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
4 Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For low income pupils: 100% of the youth in the JCCS system are at-risk and/or socio-economically disadvantaged. Therefore, all of the actions and services being provided in the context of this plan address their needs of this specific target group.	LEA		Included in Section 3A	Included in Section 3A	Included in Section 3A
5 Increase the educational transition planning services provided to students	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	For low income pupils: 100% of the youth in the JCCS system are at-risk and/or socio-economically disadvantaged. Therefore, all of the actions and services being provided in the context of this plan address their needs of this specific target group.	LEA		Included in Section 3A	Included in Section 3A	Included in Section 3A

	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
6	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For low income pupils: 100% of the youth in the JCCS system are at-risk and/or socio-economically disadvantaged. Therefore, all of the actions and services being provided in the context of this plan address their needs of this specific target group.	LEA		Included in Section 3A	Included in Section 3A	Included in Section 3A
7	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For English Learners (EL): Strengthen the instructional delivery and monitoring system for English Language Development (ELD) instruction	LEA		Included in Section 3A In addition, PI: 5,815 Title III: 5,133 Total: 10,958	Included in Section 3A In addition, PI: 5,815 Title III: 5,133 Total: 10,958	Included in Section 3A In addition, PI: 5,815 Title III: 5,133 Total: 10,958
8	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For EL: Strengthen EL progress monitoring system	LEA		See above in row 7	See above in row 7	See above in row 7

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	Goal (from Sect 2)	Related State/Local Priorities (from Sect 2)	Actions and Services	Level of Services (SW or LEA)	Annual Update	What actions are performed/services provided in each year-Expenditure and What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
						LCAP Year 1: 2014-2015	LCAP Year 2: 2015-2016	LCAP Year 3: 2016-2017
9	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For redesignated Fluent English Proficient (FEP) pupils: Strengthen EL reclassification system	LEA		See above in row 7	See above in row 7	See above in row 7
10	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For redesignated FEP students: Strengthen EL progress monitoring system	LEA		See above in row 7	See above in row 7	See above in row 7
11	Improve the instructional program being provided to students.	Conditions of Learning: 1, 2, 7 Pupil Outcomes: 4, 8 Engagement: 5, 6	For Foster Youth: Develop a metric to track foster youth student achievement outcome data	County wide		Foster YS, Homeless YS, Title 1: 206,170	Foster YS, Homeless YS, Title 1: 206,170	Foster YS, Homeless YS, Title 1: 206,170
12	Increase the educational transition planning services provided to students	Conditions of Learning: 9, 10 Pupil Outcomes: 8 Engagement: 3, 5, 6	Develop a metric to track services of support provided to foster and homeless youth across the county	County wide		See above in row 11	See above in row 11	See above in row 11

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Solano County Office of Education (SCOE) is not receiving any additional or new dollars for low income, foster youth, or English Learner pupils (targeted students) in the 2014-2015 year. Existing resources have been identified to provide increased or improved services to foster youth students and English Learner students. Currently, the 2013-2014 unduplicated targeted student percentages are 100% for the Courts Schools and 72% for the Community Operated School. The amount of dollars required to be realigned as supplemental-concentration funding is \$263,530. SCOE has identified spending the full \$263,530 in the 2014-2015 LCAP on our targeted students. The majority of the youth in the Juvenile Court and Community School system are at-risk and/or socio-economically disadvantaged. Therefore, all of the actions and services being provided in the context of this plan addresses the needs of the students as described in the above sections of the LCAP.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For the 2014-2015 LCAP year, SCOE must provide increased and/or improved services for targeted students by at least 3.39% compared to non-targeted students. Some of the services will be improved for all students. Other planned improvements to targeted students are as follows:

1. Strengthening the instructional delivery and progress monitoring system for English Language Development instruction.
2. Strengthening of the English Learner reclassification and follow up monitoring process of students redesignated to the status of "Fluent English Proficient" (FEP).
3. Developing a metric to track services being provided to foster youth students as well as foster youth achievement outcome data.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605,