Solano County Office of Education Local Control Accountability Plan

Executive Summary

This Local Control Accountability Plan describes goals and specific actions to achieve those goals for our students who are funded through the county office of education LCFF as identified in Education Code (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities. The Solano County Office of Education currently offers instructional programs to an average 166 students in the Juvenile Court and Community School System.

We undertook an extensive engagement process to help inform the LCAP and the Annual Update. This process included 12 stakeholder engagement meetings and activities including consultation with certificated and classified staff, students of the Juvenile Detention Facility, Probation Department staff who serve as non-custodial parents of the students in the Juvenile Detention Facility, students and parents/guardians of the Community School, students of the Division of Undocumented Children's Services program and staff who serve as the non-custodial parents of the students, English learner students and parents, and Foster youth services providers including Solano County Child Welfare staff. In addition, a variety of community based organizations and partners who support Low-income and Foster youth in our community were also involved. The stakeholder engagement process 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, Low-income youth, and Foster youth. During the stakeholder engagement process we shared a variety of data including demographic data, student achievement data, and data related to our progress toward achieving measureable outcomes.

Input gathered during the stakeholder engagement process informed the development of the LCAP goals as well as the LCAP Annual Update. The folLowing goals were identified as those that should continue as focus areas for all students including Low-income students, English learner students, and Foster youth: 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 continue to strengthen the instructional delivery and monitoring system for English learners and redesignated students was identified during our consultation with stakeholders. In addition, there is a need to continue our focus on the use of a metric system to track services of support and achievement outcome data for Foster youth and Low-income 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 made 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.

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 CBEDS and day of testing yields a Low percentage of valid standardized assessment scores for all students. Additionally, the same challenge holds true for English learner 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 whom we serve have faced that have 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. 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 Foster youth.

It is our priority, through the transparent process outlined in the LCAP, to continue 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.

# Solano County Office of Education

## Local Control Accountability Plan
## 2015–2016
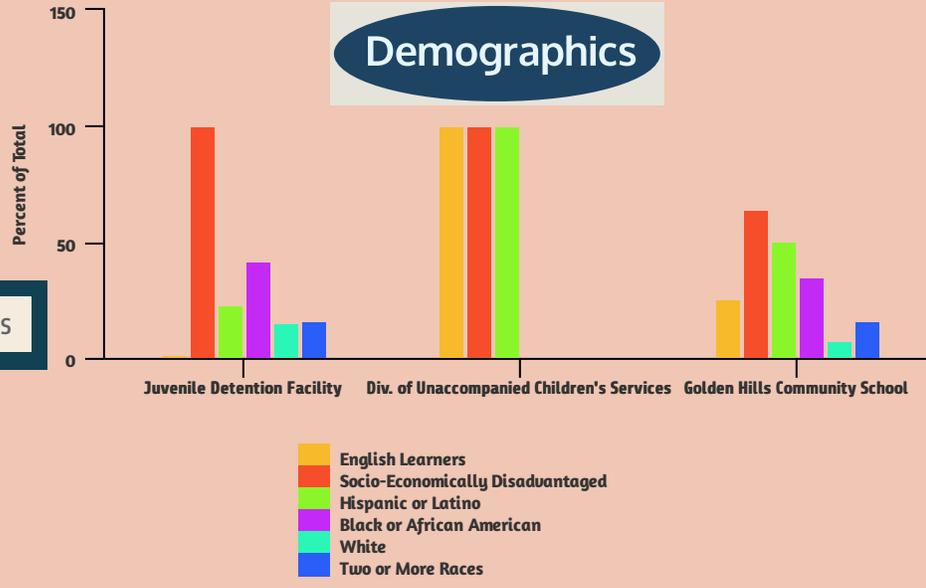## Juvenile Court and Community Schools Program

## OVERVIEW

**166 Students**

Juvenile Detention Facility

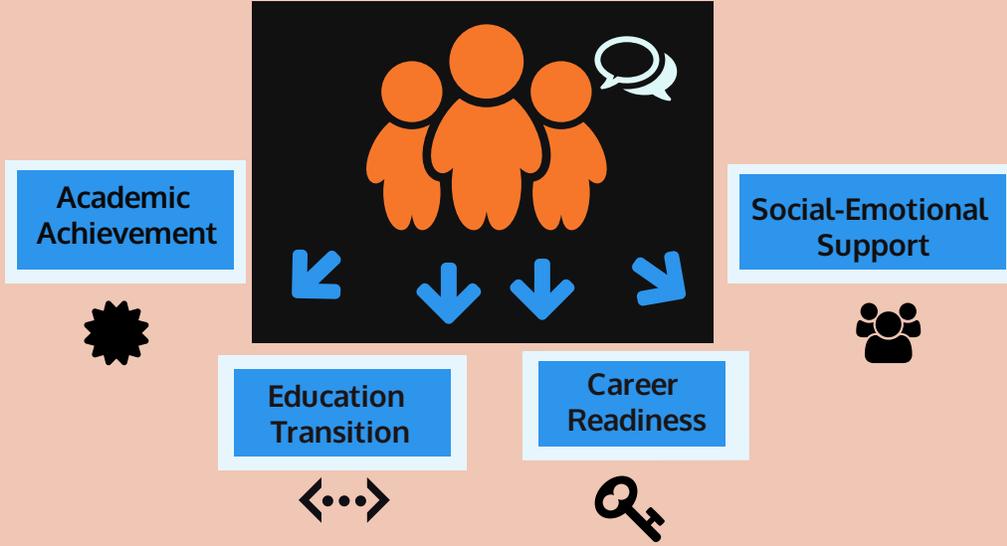Div. of Unaccompanied Children's Services

Golden Hills Community School

### Demographics

Percent of Total

- Juvenile Detention Facility
- Div. of Unaccompanied Children's Services
- Golden Hills Community School

- English Learners
- Socio-Economically Disadvantaged
- Hispanic or Latino
- Black or African American
- White
- Two or More Races

### 10 State Priorities

- Basic Services
- State Standards
- Parental Involvement
- Pupil Achievement
- Pupil Engagement
- School Climate
- Course Access
- Pupil Outcomes
- Coordination of Instruciton of Expelled Pupils
- Coordination of Services for Foster Youth

### Stakeholder Engagement

Academic Achievement

Education Transition

Career Readiness

Social-Emotional Support

### Investment

**$596,108.**

**Introduction:**

LEA: <u>Solano County Office of Education</u>     Contact (Name, Title, Email, Phone Number): <u>Lisette Estrella-Henderson, Associate Supt., Student Programs and Educational Services</u>                                                                                      LCAP Year: <u>2015-2016</u>

## *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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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 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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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, 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:**
>
> **Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, 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)*

**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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community

organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

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

| Involvement Process | Impact on LCAP |
|---|---|
| The stakeholder engagement process began in early September of 2014. Twelve (12) stakeholder engagement meetings have taken place since then to include meetings with parents and students. Additionally, we facilitated opportunities for all SCOE staff to provide input. We also consulted with the Solano County bargaining unit representatives including the Solano County Education Association; the California School Employees Association, Solano Chapter; and the Solano School Bus Drivers, PEU Local 1. We 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.<br><br>In addition, we met with the members of the Foster Youth Education Project (FYEP) Council which includes foster youth advocacy representatives from the following | 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 continue to serve as a focus for SCOE relative to redirection of 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 process as a result of written comments or other feedback received thus far.<br><br>The 4 major goal areas that stakeholders have identified that SCOE should continue to focus on relative to the JCCS program are: |

| | |
|---|---|
| partner agencies:<br><br>County  Partners:<br>Solano County Juvenile Court System<br>Solano County Board of Supervisors<br><br>Placing Agencies:<br>Solano County Department of Health and Social Services - Child Welfare Services<br>Solano County Probation Department<br><br>Local Education Agencies:<br>Benicia Unified School District<br>Dixon Unified School District<br>Fairfield-Suisun Unified School District<br>Travis Unified School District<br>Vacaville Unified School District<br>Vallejo City Unified School District<br><br>Educational Partners:<br>Solano County Special Education Local Plan Area<br>Vallejo City Unified School District Special Education Local Plan Area<br>Solano Community College<br><br>Community Partners:<br>CASA of Solano County<br>Solano County Foster Parent Association<br>Foster A Dream<br>First Place for Youth - Independent Living Skills Program<br>Stahnke & Associates<br>Child Welfare Services Ombudsman<br>Aldea Treatment Foster Care<br>Mary's Help<br>Mile High Group Home<br>County Counsel | 1. Improve the instructional program being provided to students<br>2. Improve the educational transition services being provided to students<br>3. Increase career readiness services provided to students<br>4. Improve the social-emotional support services provided to students |

Public Defenders Office of Solano County
Solano County Department of Health and Social Services – Mental Health Division

The parents that participated in the stakeholder engagement process included parents of English Learner students and Foster Youth.

The stakeholder engagement process was conducted from October 2014 to March of 2015. Four specific stakeholder engagement meetings specifically included students of each of our JCCS instructional programs in order to provide them the opportunity to be actively engaged in and provide input during the stakeholder engagement process.

At each of the stakeholder engagement meetings we presented both qualitative and quantitative data relative to our results implementing the goals and actions outlined in the LCAP, Year 1. The quantitative data was presented in graph form so that it was easily understandable buy our stakeholders. We also had the individuals implementing the actions describe in narrative anecdotal and qualitative data on the results of their efforts in implementing the actions identified in the LCAP. We also presented data on the results of the ongoing needs assessment process which includes 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 current goals and actions and the extent to which they felt student needs were being adequately addressed.

In addition to face-to-face stakeholder engagement meetings-JCCS parents, teachers and students, Probation staff and Division of Unaccompanied Children's Services partners have been provided the opportunity and have been invited to provide input into the development of the LCAP by way of a survey. The survey is in English and in Spanish.

The following stakeholder engagement meetings were held throughout the stakeholder engagement process:

| Date/Time | Location | Target Group | Meeting |
|-----------|----------|--------------|---------|

| | | | |
|---|---|---|---|
| September 15, 2014 11:45 a.m.-1:15 p.m. | Solano Govt. Center | Foster Youth Services partners | Foster Youth Education Project Council (FYEP) |
| December 8, 2014 11:45 a.m.-1:15 p.m. | Solano Govt. Center | Foster Youth Services partners | Foster Youth Education Project Council (FYEP) |
| January 15, 2015 5:30 p.m. – 6:30 p.m. | Golden Hills | Golden Hills Parents & Students | WASC Parent Focus Group and School Site Council |
| February 10, 2015 2:00 p.m. – 3:00 p.m. | BCFS | SCOE and DUCS Staff & Students | Division of Unaccompanied Children's Services (DUCS) School Site Council |
| February 26, 2015 10:00 a.m. – 11:00 a.m. | SCOE | Bargaining Unit Representatives | Consultation with Bargaining Unit Reps. |
| February 26, 2015 1:00 p.m. – 2:00 p.m. | BCFS | SCOE and DUCS Staff & Students | Division of Unaccompanied Children's Services (DUCS) School Site Council |
| March 4, 2015 1:00 p.m. – 2:00 p.m. | JDF | SCOE and JDF Staff & Students | JDF School Site Council |
| March 9, 2015 11:45 a.m.-1:15 p.m. | Solano Govt. Center | Foster Youth Services partners | Foster Youth Education Project Council (FYEP) |
| March 12, 2015 5:30 p.m. – 6:30 p.m. | Golden Hills | Golden Hills Parents & Students | WASC Parent Focus Group and School Site Council |
| March 13, 2015 1:00 p.m. – 2:00 p.m. | JDF | SCOE and JDF Staff & Students | JDF School Site Council |
| March 27, 2015 1:30 p.m. – 3:30 p.m. | SCOE | SCOE Staff | SCOE Staff |
| April 20, 2015 5 p.m.-6 p.m. | Golden Hills | JCCS Parent Info. Night | JCCS Parent Adv. Group |

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 20, 2015 for review and comment. The Superintendent has responded to any questions that surfaced during the Parent Advisory committee meeting. The required public hearing took place at the regularly scheduled meeting of the County Board of Education on June 10, 2015. The final approval took place in conjunction with the final budget approval at June 24th, County Board of Education meeting.

| | |
|---|---|
| **Annual Update:** <br> During the initial development of the LCAP, input from each stakeholder group was categorized for each group.  The input from each group was then prioritized into 4 major goal areas.  Within each major goal area, actions were identified for implementation during the LCAP 3-year cycle.  During the 15-16 Stakeholder engagement process we revisited these 4 major goal areas throughout the process noting at each stakeholder engagement meeting that the LCAP is a 3-year plan and that 14-15 was year 1 of implementation of the 3-year plan. <br><br> All major stakeholder groups were invited to be engaged in the LCAP development process. One noted area of strength was the involvement of partner agencies serving Foster youth as well as parents of Foster Youth, partner agencies serving the needs of students in the Juvenile Justice System, and students in all of SCOE JCCS instructional programs. | **Annual Update:** <br> Input gathered during the stakeholder engagement process informed the refinement of the LCAP goals.  The stakeholder engagement process has also served as a way to continue 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 continue to serve as a focus for SCOE relative to redirection of resources to support the needs of all students including English learners, socio-economically disadvantaged youth, and foster youth. <br><br> The stakeholder engagement process has served to confirm ongoing focus on the 4 major goal areas and actions identified in the initial LCAP development process. |

**Section 2:  Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year.  The LCAP is a three-year plan for the upcoming school year and the two years that follow.  In this way, the program and goals contained in the LCAP align with the term of a school district and county office of

education budget and multiyear budget projections.  The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:**  Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level.  The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes**:  For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal.  Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered.  LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).  If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service**: For each action/service, identify the pupils to be served within the identified scope of service.  If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified?  Where can these expenditures be found in the LEA's budget?

<table>
<tr>
<td rowspan="2">GOAL:</td>
<td rowspan="2">#1 Improve the instructional program being provided to students.</td>
<td>Related State and/or Local Priorities:<br>1x  2x  3x  4 x 5____  6___7x  8x</td>
</tr>
<tr>
<td>COE only:  9__  10x<br>Local : Specify _____</td>
</tr>
<tr>
<td>Identified Need :</td>
<td colspan="2">There is a need to provide all students including unduplicated pupils and students with disabilities with intensive academic instruction and intervention<br>Metrics used to identify need include analysis of stakeholder input.<br>In addition, analysis of:<br>-Basic services including teacher assignments, student access to instructional materials, and results of annual facilities inspection.<br>-Implementation of California Common Core State Standards (CCCSS) 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.<br>-EL students' progress on attaining English language proficiency based on California English Language Development Test (CELDT) is limited in the majority of the JCCS program due to student mobility and the fact that SCOE rarely receives more 2 students enrolled for longer than 1 year.  The need identified is specific to 1 school and is referenced in the **Data Dashboard Appendix.**<br>-We reviewed the Renaissance STAR data and monthly Renaissance STAR data as a local benchmark assessment measure.<br>-To gauge progress of all students toward meeting graduation requirements we also analyzed passage rates of the California High School Exit Exam (CAHSEE) in Year 1.  However, in Years 2 and 3, the CAHSEE will not be available as it has been suspended.<br>-The Early Assessment Program and Advancement Placement exam results are embedded in the SBAC results for ELA and Math.<br>-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.<br><br>*Note:  API data is no longer available in the current year as it has been suspended.<br>**Note: Middle and High school dropout rates and student expulsion rates are not applicable to the JCCS context.<br>***Note: Advanced Placement exams are not administered and are inconsistent with the mission of the school.<br>****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 career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks is not applicable in the JCCS context.<br>****All data related to expected annual measureable outcomes are referenced in the **Data Dashboard Appendix.**</td>
</tr>
<tr>
<td>Goal Applies to:</td>
<td>Schools:</td>
<td>All schools in the Juvenile Court and Community School (JCCS)  system</td>
</tr>
</table>

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| Applicable Pupil Subgroups: | All JCCS students, including numerically significant subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. |
|---|---|

### LCAP Year 1: 2015-2016

| Expected Annual Measurable Outcomes: | Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated.<br>• The percentage of students that perform at level 3 and above on the SBAC in the areas of ELA and Mathematics will increase 1% over the baseline established in 2014-15.<br>• The percentage of students enrolled in JCCS programs 90 days or more demonstrating a .5 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in ELA and Mathematics as measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 5% over the baseline referenced in the *Data Dashboard Appendix.*<br>• The percentage of all students enrolled in JCCS programs or more demonstrating a 50 point or greater scaled score increase in ELA and Math, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 5% over baseline referenced in the *Data Dashboard Appendix.*<br>• The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically will increase by 5% over the baseline in 2014-2015. This data from this effort will inform ongoing decision making for ongoing program development for all SCOE.JCCS programs including unduplicated students and students with special needs.<br>• 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 the baseline in 2014-2015.<br>• 100% of teachers will be fully credentialed in their subject areas as measured by the Human Resources audit process.<br>• All students will be provided safe and properly maintained school facilities as measured by the Facilities Inspection Tool (FIT).<br>• All students who are in need of access to credit recovery in a broad course of study that includes all of the required subject areas not currently offered in the JCCS context, will have the opportunity to do so via the on-site programs or the Distance Learning program. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Teachers implement CCCSS-ELA/ELD & Math in the JCCS<br>• Provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement<br>• Provide JCCS Teachers and Administrators Instructional coaching support<br>• Support the development and implementation of | SW | X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Program Manager Full Time Equivalent (FTE) = 0.090; FU 01-RS 0000 Certificated Super & Admin |

| | | | |
|---|---|---|---|
| Project Based Learning<br>• Develop a model for providing JCCS students to lab classes via the use of instructional technology.<br>• Implement an electronic JCCS student achievement and assessment monitoring system For English Learners (EL): Strengthen the instructional delivery and monitoring system for English Language Development (ELD) instruction<br>• For EL: Strengthen EL progress monitoring system<br>• For redesignated Fluent English Proficient (FEP) pupils: Strengthen  EL reclassification system<br>• For redesignated FEP students: Strengthen  EL progress monitoring system<br>.9 FTE of Program Manager to lead all activities related to identified actions and services + .25 of clerical staffing to support all activities | | | Salaries = $89,315 01-0000 Employee Benefits = $22,030<br><br>Secretary FTE = 0.25; 01-0000 Clerical, Technical & Other Staff Salaries = $9,627 01-0000 Employee Benefits = $2,683<br><br>01-0000 Travel and Conferences = $9,000<br><br>01-0000 Indirect Costs = $14,101<br><br>Total $146,756 |
| • Provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement<br>• Provide JCCS Teachers and Administrators Instructional coaching support<br>• Develop a JCCS Instructional Program Walkthrough, Feedback, and Monitoring system<br>.20 of Program Manager to lead all activities related to identified actions and services | SW | XALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Program Manager FTE = 0.20; 01-0000 Certificated Super & Admin Salaries = $21,564 01-0000 Employee Benefits = $2,646 |

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| | | | | 01-0000 Indirect Costs = $2,574<br><br>Total $26,784. |
|---|---|---|---|---|
| • Provide a reduced class size for minors at the JDF in the Challenge Unit<br>1 FTE teacher + .57 Para Educator to implement all classroom activities | SW | | X̲ALL<br>OR:<br>__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Teacher FTE = 1; 01-0000 Teachers' Salaries = $49,481<br>01-0000 Employee Benefits = $16,834<br><br>Para-educator FTE = 1; 01-0000 Classified Instructional Salaries = $15,687<br>01-0000 Employee Benefits = $5,328<br><br>01-0000 Materials and Supplies = $1,000<br><br>01-0000 Indirect Costs = $9,389<br><br>Total $97,719. |
| • For Foster Youth: Develop a metric to track foster youth student achievement outcome data for the | County-wide | | _ALL | no cost |

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<table>
<tr><td>purpose of: a) minimizing changes in school placement, b) providing educational status and progress information to Child Welfare Agency, and c) responding to requests from Juvenile Court to ensure delivery and coordination of educational services; and d) to assist us with establishing a mechanism for efficient, expeditious transfer of health and education records.</td><td></td><td>OR:<br>__Low Income pupils __English Learners<br>X Foster Youth __ Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____</td><td></td></tr>
</table>

**LCAP Year 2**: 2016-2017

| Expected Annual Measurable Outcomes: | Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated.<br>• The percentage of students that perform at level 3 and above on the SBAC in the areas of ELA and Mathematics will increase 1% over year 1.<br>• The percentage of students enrolled in JCCS programs 90 days or more demonstrating a .50 or greater (.5is ½ year grade level equivalent) Grade Equivalent growth in ELA and Mathematics as measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 10% over Year 1 referenced in the data dashboard in the *Data Dashboard Appendix.*<br>• The percentage of all students enrolled in JCCS programs or more demonstrating a 50 point or greater scaled score increase in ELA and Math, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 10% over Year 1 referenced in the data dashboard in the *Data Dashboard Appendix.*<br>• The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically will increase by 5% over year 1. This data from this effort will inform ongoing decision making for ongoing program development for SCOE.<br>• 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 year 1.<br><br>*Note: API data is no longer available in the current year as it has been suspended.<br>**Note: Middle and High school dropout rates and student expulsion rates are not applicable to the JCCS context.<br>***Note: Advanced Placement exams are not administered and are inconsistent with the mission of the school.<br>****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 career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks is not applicable in the JCCS context.<br>****All data related to expected annual measureable outcomes are referenced in the *Data Dashboard Appendix.* |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|

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|---|---|---|---|
| • Teachers continue to implement CCCSS-ELA/ELD & Math in the JCCS<br>• Continue to provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement<br>• Continue to provide JCCS Teachers and Administrators Instructional coaching support<br>• Continue to support the development and implementation of Project Based Learning<br>• Provide support for teachers with the implementation lab classes via the use of instructional technology.<br>• Provide support for teachers as they implement an electronic JCCS student achievement and assessment monitoring system For English Learners (EL): Strengthen the instructional delivery and monitoring system for English Language Development (ELD) instruction<br>• For EL: Support the implementation of the EL progress monitoring system<br>• For redesignated Fluent English Proficient (FEP) pupils: Support the implementation of the EL reclassification system<br>• For redesignated FEP students: Support the implementation of the EL progress monitoring system<br>.9 FTE of Program Manager to lead all activities related to identified actions and services + .25 of clerical staffing to support all activities | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unacommpanied Children's Services (DUCS) | <u>X</u>ALL<br><br><br><br><br><br><br><br><br><br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Program Manager FTE = 0.090; FU 01-RS 0000 Certificated Super & Admin Salaries = $91,244<br>01-0000 Employee Benefits = $22,506<br><br>Secretary FTE = 0.25; 01-0000 Clerical, Technical, & Office Staff Salaries = $10,010<br>01-0000 Employee Benefits = $2,790<br><br>01-0000 Travel and Conference = $9,000<br><br>01-0000 Indirect Costs = $14,409<br><br>Total $149,959. |
| • Continue to provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement<br>• Continue to provide JCCS Teachers and Administrators Instructional coaching support<br>• Support the JCCS Instructional Program with the | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community School, | <u>X</u>ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Program Manager FTE = 0.20; 01-0000 Certificated Super & Admin Salaries = |

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| implementation of the Walkthrough, Feedback, and Monitoring system<br>.20 of Program Manager to lead all activities related to identified actions and services | and Division of Unacommpanied Children's Services (DUCS) | | $21,992<br>01-0000 Employee Benefits = $2,698<br><br>01-0000 Indirect Costs = $2,625<br><br>Total $27,315. |
| • Continue to provide a reduced class size for minors at the JDF in the Challenge Unit<br>1 FTE teacher + .57 Para Educator to implement all classroom activities | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unacommpanied Children's Services (DUCS) | XALL<br>------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Teacher FTE = 1; 01-0000 Certificated Teachers' Salaries = $51,007<br>01-0000 Employee Benefits = $17,353<br><br>Para-educator FTE = 1; 01-0000 Classified Instructional Salaries = $16,315<br>01-0000 Employee Benefits = $5,541<br><br>01-0000 Materials and Supplies = $1,000<br><br>01-0000 |

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|---|---|---|---|
| | | | Indirect Costs = $9,696 |
| | | | Total $100,912. |
| • For Foster Youth: Develop a metric to track foster youth student achievement outcome data for the purpose of: a) minimizing changes in school placement, b) providing educational status and progress information to Child Welfare Agency, and c) responding to requests from Juvenile Court to ensure delivery and coordination of educational services; and d) to assist us with establishing a mechanism for efficient, expeditious transfer of health and education records. | County-wide | _ALL | No Cost |

**LCAP Year 3**: 2017-2018

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|---|---|
| Expected Annual Measurable Outcomes: | Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated. <br> • The percentage of students that perform at level 3 and above on the SBAC in the areas of ELA and Mathematics will increase 1% over year 2. <br> • The percentage of students enrolled in JCCS programs 90 days or more demonstrating a .5or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in ELA and Mathematics as measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 15% over Year 2 referenced in the data dashboard in the ***Data Dashboard Appendix.*** <br> • The percentage of all students enrolled in JCCS programs or more demonstrating a 50 point or greater scaled score increase in ELA and Math, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 15% over Year 2 referenced in the data dashboard in the ***Data Dashboard Appendix.*** <br> • The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically will increase by 5% over year 2. This data from this effort will inform ongoing decision making for ongoing program development for SCOE. <br> • 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 year 2. <br><br> *Note: API data is no longer available in the current year as it has been suspended. <br> **Note: Middle and High school dropout rates and student expulsion rates are not applicable to the JCCS context. <br> ***Note: Advanced Placement exams are not administered and are inconsistent with the mission of the school. <br> ****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 career technical education sequences or programs of study that align with |

state board-approved career technical education standards and frameworks is not applicable in the JCCS context.
****All data related to expected annual measureable outcomes are referenced in the *Data Dashboard Appendix.*

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Teachers continue to implement CCCSS-ELA/ELD & Math in the JCCS<br>• Continue to provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement<br>• Continue to provide JCCS Teachers and Administrators Instructional coaching support<br>• Continue to support the development and implementation of Project Based Learning<br>• Continue to provide support for teachers with the implementation lab classes via the use of instructional technology.<br>• Continue to provide support for teachers as they implement an electronic JCCS student achievement and assessment monitoring system For English Learners (EL): Strengthen the instructional delivery and monitoring system for English Language Development (ELD) instruction<br>• For EL: Continue to support the implementation of the EL progress monitoring system<br>• For redesignated Fluent English Proficient (FEP) pupils: Continue to support the implementation of the EL reclassification system<br>• For redesignated FEP students: Continue to support the implementation of the EL progress monitoring system<br>.9 FTE of Program Manager to lead all activities related to identified actions and services + .25 of clerical staffing to support all activities | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unacommpanied Children's Services (DUCS) | XALL<br>------------------------------<br><br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other<br>Subgroups:(Specify)_____ | Program Manager FTE = 0.090; FU 01-RS 0000-PY 0-OB 1300 = $93,161<br>01-0000-0-3000 = $22,979<br><br>Secretary FTE = 0.25; 01-0000-0-2400 = $10,413<br>01-0000-0-3000 = $2,902<br><br>01-0000-0-5200 = $9,000<br><br>01-0000-0-7310 = $14,718<br><br>Total $153,173. |
| • Continue to provide JCCS Teachers and | SW at all JCCS | XALL | Program |

| | | | |
|---|---|---|---|
| Administrators Professional development related to ongoing instructional program improvement<br>• Continue to provide JCCS Teachers and Administrators  Instructional coaching support<br>• Continue to support the JCCS Instructional Program with the  Walkthrough, Feedback, and Monitoring system<br>.20 of Program Manager to lead all activities related to identified actions and services | Schools:<br>Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unacommpanied Children's Services (DUCS) | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Manager FTE = 0.20; 01-0000-0-1300 = $22,419<br>01-0000-0-3000 = $2,751<br><br>01-0000-0-7310 = $2,676<br><br>Total $27,846. |
| Continue to provide a reduced class size for minors at the JDF in the Challenge Unit<br>1 FTE teacher + .57 Para Educator to implement all classroom activities | SW at all JCCS Schools:<br>Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unacommpanied Children's Services (DUCS) | XALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Teacher FTE = 1; 01-0000-0-1100 = $52,536<br>01-0000-0-3000 = $17,874<br><br>Para-educator FTE = 1; 01-0000-0-2100 = $16,967<br>01-0000-0-3000 = $5,763<br><br>01-0000-0-4300 = $1,000<br><br>01-0000-0-7310 = $10,007<br><br>Total $104,147. |
| • For Foster Youth:  Develop a metric to track foster youth student achievement outcome data for the purpose of: a) minimizing changes in school placement, b) providing educational status and progress information to Child Welfare Agency, and c) responding to requests from Juvenile Court to | County-wide | _ALL | <mark>No Cost</mark> |

| ensure delivery and coordination of educational services; and d) to assist us with establishing a mechanism for efficient, expeditious transfer of health and education records. | | | |
|---|---|---|---|

| GOAL: | #2 Increase the educational transition services being provided to students. | Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5___ 6___7__ 8X COE only: 9X 10X Local : Specify _____ |
|---|---|---|

| Identified Need : | There is a need to provide students with services that promote the development of successful transition and life skills. Metrics used to identify need include analysis of stakeholder input. In addition analysis of: -The county wide plan for expelled youth, services being provided to foster youth throughout the county. -Other Student Outcome measures including review of Individual Learning Plans and follow up case management structures. -Efforts to seek parent involvement and promote parent participation. |
|---|---|

| Goal Applies to: | Schools: | All schools in the Juvenile Court and Community School (JCCS)  system |
|---|---|---|
| | Applicable Pupil Subgroups: | All JCCS students, including numerically significant subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. |

**LCAP Year 1:** 2015-2016

| Expected Annual Measurable Outcomes: | Improved educational transition planning services for students the JCCS programs as evidenced by the LCAP Student and Parent Survey results and the Student Support Specialist Case Management Logs. <ul><li>The percentage of students who report on the LCAP Student Survey that the school prepares them for a successful transition to their next milestone (e.g., Transition to High School of Residence, College, Workplace, or other) will increase by 20% from the baseline data of 2014-15.</li><li>The percentage of students who report on the LCAP Student Survey that the school involves them in the development, review and ongoing monitoring of the Individual Learning Plan will increase by 20% from the baseline data of 2014-15.</li><li>The percentage of parents who report on the LCAP Parent Input Survey that the school prepares their student for a successful transition to their next milestone (e.g. Transition to high school of residence, college, workplace, or other) will increase by 10% from the baseline data of 2014-15. This data from this effort will inform ongoing decision making for ongoing program</li></ul> |
|---|---|

development for SCOE.

- The percentage of parents who report on the LCAP Parent Survey that the school involves them in the development of their student's Individual Learning Plan will increase by 10% from the baseline data of 2014-2015. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and efforts to promote parental participation.

- The percentage of students who are provided Transition Education Services will increase by 1% in the baseline year as measured by Student Support Specialist case management logs.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Annually review and update the County wide plan for expelled students | Countywide | X ALL <br> ---- <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | No Cost |
| • Continue to provide Educational Transition Planning services that support transition and follow up case management of students transitioning from CS <br> • Strengthen the Educational Transition Planning services that supports transition and follow up case management of students transitioning from JDF and are aligned with a student's Individual Learning Plan(ILP) <br> • Strengthen the development and monitoring of ILPs for each student at CS and JDF by implementing a process and procedure whereby teachers will meet with the student at least 3 times per year to review and revise the individual's ILP as appropriate. <br> • Continue to strengthen the In-take process at the JDF. <br> 2 FTE of Student Support Specialists to implement all activities related to identified actions and services | SW at Juvenile Detention Facility (JDF), Golden Hills Community School *DUCS provides their own Ed. Transition Planning services | X ALL <br> ---- <br> OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | Student Support Specialist FTE = 2; 01-0000-0-2900 = $137,067 <br> 01-0000-0-3000 = $51,778 <br><br> 01-0000-0-5200 = $2,000 <br><br> 01-0000-0-7310 = $20,287 <br><br> Total $211,132. |
| • For Foster  and Homeless Youth:  Develop a metric | Countywide | __ALL | No Cost |

<table>
<tr>
<td>to track foster youth student achievement outcome data for the purpose of: a) minimizing changes in school placement, b) providing educational status and progress information to Child Welfare Agency, and c) responding to requests from Juvenile Court to ensure delivery and coordination of educational services; and d) to assist us with establishing a mechanism for efficient, expeditious transfer of health and education records.</td>
<td></td>
<td>OR:<br>__Low Income pupils  __English Learners<br>XFoster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____</td>
<td></td>
</tr>
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<div align="center">

**LCAP Year 2**: 2016-2017

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| Expected Annual Measurable Outcomes: | Improved educational transition planning services for students the JCCS programs as evidenced by the LCAP Student Survey and Parent Survey results and the Student Support Specialist Case Management Logs.<br><br>• The percentage of students who report that the school prepares them for a successful transition to their next milestone (e.g., Transition to High School of Residence, College, Workplace, or other) will increase by 5% from year 1.<br><br>• The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the Individual Learning Plan will increase by 5% from year 1.<br><br>• The percentage of parents who report that the school prepares their student for a successful transition to their next milestone (e.g. Transition to high school of residence, college, workplace, or other) will increase by 5% from year 1. This data from this effort will inform ongoing decision making for ongoing program development for SCOE.<br><br>• The percentage of parents who report that the school involves them in the development of their student's Individual Learning Plan will increase by 5% from year 1. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and efforts to promote parental participation.<br><br>• The percentage of students who are provided Transition Education Services will increase by 1% over year 1 as measured by Student Support Specialist case management logs. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Annually review and update the County wide plan for expelled students | Countywide | XALL<br>------------------------------------------------<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient | No Cost |

| | | __Other Subgroups:(Specify)_____ | |
|---|---|---|---|
| • Continue to provide Educational Transition Planning services that support transition and follow up case management of students transitioning from CS<br>• Continue to strengthen the Educational Transition Planning services that supports transition and follow up case management of students transitioning from JDF and are aligned with a student's Individual Learning Plan(ILP)<br>• Fully implement and monitor a process and procedure whereby teachers will meet with the student at least 3 times per year to review and revise the individual's ILP as appropriate.<br>• Continue to strengthen the In-take process at the JDF<br>2 FTE of Student Support Specialists to implement all activities related to identified actions and services | SW at Juvenile Detention Facility (JDF), Golden Hills Community School<br>*DUCS provides their own Ed. Transition Planning services | XALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - -<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Student Support Specialist FTE = 2; 01-0000-0-2900 = $142,551<br>01-0000-0-3000 = $53,849<br><br>01-0000-0-5200 = $2,000<br><br>01-0000-0-7310 = $21,090<br><br>Total $219,490. |
| • For Foster and Homeless Youth:  Continue to develop a metric to track foster youth student achievement outcome data for the purpose of: a) minimizing changes in school placement, b) providing educational status and progress information to Child Welfare Agency, and c) responding to requests from Juvenile Court to ensure delivery and coordination of educational services; and d) to assist us with establishing a mechanism for efficient, expeditious transfer of health and education records. | Countywide | __ALL | <mark>No Cost</mark> |
| | | OR:<br>__Low Income pupils __English Learners<br>_X_Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

**LCAP Year 3**: 2017-2018

| Expected Annual Measurable Outcomes: | Improved educational transition planning services for students the JCCS programs as evidenced by the LCAP Student Survey and Parent Survey results and the Student Support Specialist Case Management Logs.<br><br>• The percentage of students who report that the school prepares them for a successful transition to their next milestone (e.g., Transition to High School of Residence, College, Workplace, or other) will increase by 5% from year 2.<br><br>• The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the Individual Learning Plan will increase by 5% from year 2.<br><br>• The percentage of parents who on the LCAP Parent Input Survey report that the school prepares their student for a successful transition to their next milestone (e.g. Transition to high school of residence, college, workplace, or other) will increase by 5% from year 2. This data from this effort will inform ongoing decision making for ongoing program development for SCOE.<br><br>• The percentage of parents who on the LCAP Parent Input Survey report that the school involves them in the development of their student's Individual Learning Plan will increase by 5% from year 2. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and promotion of parental participation.<br><br>• The percentage of students who are provided Transition Education Services will increase by 1% over year 2 as measured by Student Support Specialist case management logs. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Annually review and update the County wide plan for expelled students | Countywide | XALL<br>------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |
| • Continue to provide Educational Transition Planning services that support transition and follow up case management of students transitioning from CS<br>• Continue to strengthen the Educational Transition Planning services that supports transition and follow up case management of students transitioning from JDF and are aligned with a student's Individual Learning Plan(ILP)<br>• Continue to strengthen the development and monitoring of ILPs for each student at CS and JDF | SW at Juvenile Detention Facility (JDF), Golden Hills Community School<br>*DUCS provides their own Ed. Transition | XALL<br>------------------------<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Student Support Specialist FTE = 2; 01-0000-0-2900 = $148,252<br>01-0000-0-3000 = $56,003<br><br>01-0000-0-5200 |

| | | | |
|---|---|---|---|
| by implementing a process and procedure whereby teachers will meet with the student at least 3 times per year to review and revise the individual's ILP as appropriate.<br>• Fully implement the strengthened In-take process at the JDF<br>2 FTE of Student Support Specialists to implement all activities related to identified actions and services | Planning services | | = $2,000<br><br>01-0000-0-7310 = $21,925<br><br>Total $228,180. |
| • For Foster and Homeless Youth:  Fully implement a metric to track foster youth student achievement outcome data for the purpose of: a) minimizing changes in school placement, b) providing educational status and progress information to Child Welfare Agency, and c) responding to requests from Juvenile Court to ensure delivery and coordination of educational services; and d) to assist us with establishing a mechanism for efficient, expeditious transfer of health and education records. | Countywide | __ALL<br>OR:<br>__Low Income pupils  __English Learners<br>X Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |

<br>

| | | |
|---|---|---|
| **GOAL:** | #3 Increase career readiness services provided to students. | Related State and/or Local Priorities:<br>1__  2__  3__  4__  5__  6__  7X  8X<br>COE only:  9__  10__<br>Local : Specify _____ |
| **Identified Need :** | There is a need to provide all students including unduplicated pupils and students with disabilities with services that promote career readiness.<br>Metrics used to identify need include analysis of stakeholder input.<br>In addition, analysis of:<br>-Student access and enrollment in CTE and workforce development programs and services | |
| **Goal Applies to:** | **Schools:** | All schools in the Juvenile Court and Community School (JCCS) system |
| | **Applicable Pupil Subgroups:** | All JCCS students, including numerically significant subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. |

| LCAP Year 1: 2015-2016 | |
|---|---|
| Expected Annual Measurable Outcomes: | Increased level of Career readiness skills services provided to all students in SCOE JCCS programs including unduplicated pupils and students with disabilities.<br>• 25% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement.<br>• 10% of all students will participate in job shadow/industry speaker activities with local employers.<br>• Students will participate in financial literacy workshops covering budgeting, credit and savings and investments. Baseline participation will be established in 2015-2016.<br>• 10% of all students will test for the California Food Handlers Certification.<br>• The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 3% as measured by the LCAP Student Survey.<br>• The percentage of students who report that the career readiness workshops demonstrate a connection to their real life will increase by 3% as measured by the LCAP Student Survey. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Expand career exploration instruction for students in JCCS programs including California Career Zone, Road Trip Nation, and Junior Achievement.<br>• Expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.<br>• Expand "Preparing for the Workplace" themed instruction for students in the JCCS including completing an online application and assessment, portfolio with a resume, cover latter, and master application.<br>• Expand "Success in the Workplace" themed instruction for students in the JCCS including work ethics, conflict management, communication, and customer service.<br>.25 Program Manager to lead all activities related to identified actions and services<br>.80 Vocational Specialist to implement all activities related to identified actions and services<br>.25 Clerical staffing to support all activities | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unaccompanied Children's Services (DUCS) | __X_ALL<br>- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -<br><br><br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Program Manager FTE = 0.25; 01-0000-0-1300 = $26,617 01-0000-0-3000 = $6,603<br><br>Vocational Specialist FTE = 0.08; 01-0000-0-2900 = $37,096 01-0000-0-3000 = $13,504<br><br>Secretary/Program Analyst FTE = 0.25; 01-0000-000-2400 = $12,654 01-0000-0-3000 = $5,316 |

|  |  |  | 01-0000-0-4000 = $1,000 |
|  |  |  | 01-0000-0-7310 = $10,927 |
|  |  |  | Total $113,717. |

### LCAP Year 2: 2016-2017

| Expected Annual Measurable Outcomes: | Increased level of Career readiness skills services provided to <mark>all students including unduplicated pupils and students with disabilities</mark>.<br>• 30% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement.<br>• 60% of all students will participate in job shadow/industry speaker activities with local employers.<br>• 20% increase in number of students participating in financial literacy workshops covering budgeting, credit and savings and investments from year 1.<br>• Increase the number of student testing for the California Food Handlers Certification by 5% over year 1.<br>• The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 3% as measured by the LCAP Student Survey from year 1.<br>• The percentage of students who report that the career readiness workshops demonstrate a connection to their real life will increase by 3% as measured by the LCAP Student Survey from year 1. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Continue to expand career exploration instruction for students in JCCS programs including California Career Zone, Road Trip Nation, and Junior Achievement.<br>• Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.<br>• Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an on-line web-based program to learn and practice keyboarding skills, basic computer concepts, and Microsoft Word and Coding.<br>• Continue to expand "Success in the Workplace" themed instruction for students in the JCCS | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community School, and Division of Unaccompanied Children's Services (DUCS) | XALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Program Manager FTE = 0.25; 01-0000-0-1300 = $26,617<br>01-0000-0-3000 = $6,603<br><br>Vocational Specialist FTE = 0.08; 01-0000-0-2900 = $37,283<br>01-0000-0-3000 = $13,572 |

| | | |
|---|---|---|
| including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.<br>.25 Program Manager to lead all activities related to identified actions and services<br>.80 Vocational Specialist to implement all activities related to identified actions and services<br>.25 Clerical staffing to support all activities | | Secretary/Program Analyst FTE = 0.25; 01-0000-000-2400 = $12,654<br>01-0000-0-3000 = $5,316<br><br>01-0000-0-4000 = $1,000<br><br>01-0000-0-7310 = $10,954<br><br>Total $113,999. |

### LCAP Year 3:2017-2018

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Increased level of Career readiness skills services provided to ==all students including unduplicated pupils and students with disabilities==<br>• 30% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement.<br>• 100% of all students will participate in job shadow/industry speaker activities with local employers.<br>• 20% increase from year 2 in the number of students participating in financial literacy workshops covering budgeting, credit and savings and   investments.<br>• Increase the number of student testing for the California Food Handlers Certification by 5% over year 2.<br>• The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 3% as measured by the LCAP Student Survey from year 2.<br>• The percentage of students who report that the career readiness workshops demonstrate a connection to their real life will increase by 3% as measured by the LCAP Student Survey from year 2. |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Continue to expand and further strengthen career exploration instruction for students in JCCS programs including California Career Zone, Road Trip Nation, and Junior Achievement.<br>• Continue to expand and further strengthen financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments. | SW at all JCCS Schools: Juvenile Detention Facility (JDF), Golden Hills Community | <u>X</u>ALL<br>‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups: (Specify)_____ | Program Manager FTE = 0.25; 01-0000-0-1300 = $26,617<br>01-0000-0-3000 = $6,603<br><br>Vocational |

| | | | |
|---|---|---|---|
| • Continue to expand and further strengthen "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an on-line web-based program to learn and practice keyboarding skills, basic computer concepts, and Microsoft Word and Coding.<br>• Continue to expand and further strengthen "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.<br>.25 Program Manager to lead all activities related to identified actions and services<br>.80 Vocational Specialist to implement all activities related to identified actions and services<br>.25 Clerical staffing to support all activities | School, and Division of Unacommpanied Children's Services (DUCS) | | Specialist FTE = 0.08; 01-0000-0-2900 = $37,470<br>01-0000-0-3000 = $13,640<br><br>Secretary/Program Analyst FTE = 0.25; 01-0000-000-2400 = $12,654<br>01-0000-0-3000 = $5,316<br><br>01-0000-0-4000 = $1,000<br><br>01-0000-0-7310 = $10,981<br><br>Total $114,281. |

| | | Related State and/or Local Priorities: |
|---|---|---|
| GOAL: | #4 Increase social-emotional support services provided to students. | 1__ 2__ 3X 4__ 5X 6X 7__ 8<br>COE only: 9__10__<br>Local : Specify _____ |
| Identified Need : | There is a need to provide students with services that promote social-emotional well-being and positive behavior.<br>Metrics used to identify need include analysis of stakeholder input, school attendance rates, chronic absentee rates, student suspension rates and other local measures such as California Healthy Kids data and the LCAP Student Survey results.<br>*Note: Student attendance, chronic absenteeism, and are referenced in the ***Data Dashboard Appendix.***<br>**Note:  Middle and High School dropout rates are not applicable to the JCCS context.   The JCCS do not generate a dropout rated based on prescribed 4-year cohort method since student generally do not remain enrolled for more than 1 year.<br>***Note: The students referred to the JCCS have already been expelled.  They would not be expelled further therefore, this metric is not applicable to the JCCS context. | |

| Goal Applies to: | Schools: | All schools in the Juvenile Court and Community School (JCCS)  system | | |
|---|---|---|---|---|
| | Applicable Pupil Subgroups: | All JCCS students, including numerically significant subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. | | |

**LCAP Year 1:** 2015-2016

| Expected Annual Measurable Outcomes: | Student engagement and connectedness and positive behavior will improve as measured by the following:<br>• The average daily attendance rate for JCCS students will increase by 1% from the 2013-2014 baseline year.<br>• The suspension rate for JCCS students will decrease by 3% from the baseline year of 2013-2014.<br>• The chronic absence rate will decrease by 1% from the 2014-2015 baseline year as 2014-2015 is the first year that the data is being collected.<br>• The percentage of students who on the 2013-2014 CHKS report that they feel there is a teacher or adult who notices them when they are not there will increase by  10%<br>• The percentage of students who on the 2013-2014 CHKS report that they will safe at school will increase by school will increase by 10%.<br>• The percentage of students who on the 2013-2014 CHKS report that there is a teacher or adult who really cares about them will increase by 10%.<br>• The percentage of students who on the 2013-2014 CHKS report that they feel like they are a part of their school will increase by 15%.<br>• The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 10%.<br>• The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally is 100%.  The intent is that this measurable outcome will be maintained and sustainable for the long term. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and promotion of parental participation.<br>•<br>*Note:  Students referred to the JCCS are already expelled.  Therefore, this metric is not applicable.<br>**Note:  Middle and High School dropout rates are not applicable to the JCCS context.   The JCCS do not generate a dropout rated based on prescribed 4-year cohort method since student generally do not remain enrolled for more than 1 year. | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | | Budgeted Expenditures |
|---|---|---|---|---|
| • Provide Student Support Services to students at CS | SW at the | XALL | | Included in |

| | | | |
|---|---|---|---|
| with a focus on Trauma Informed Support<br>• Formalize a  school wide continuum of support to ensure social-emotional and behavioral needs of CS students are addressed<br>• Formalize a home visit program implemented by the Student Support Specialist to support and follow-up JCCS student attendance tracking system<br>• Implement a student attendance and chronic absence monitoring and data tracking system for students at CS.<br>• Continue to provide P.D. to JCCS administrators and teachers related to Trauma Informed Care and Support<br>• Develop and Implement a School wide Positive Behavior Intervention system aligned with the Response to Intervention model with a focus on Restorative Justice principles<br>1 FTE to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services) | Golden Hills Community School<br>*note: JDF and DUCS provide clinician services in their high structured environments. | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | staffing of Goal #2 Transition Services (102,648.) |
| • Develop and Implement a School Attendance Review Board (SARB) to address student attendance and behavioral issues | SW at Golden Hills School.<br>*Note: this is N/A at JDF or DUCS | XALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |

## LCAP Year 2: 2016-2017

| | |
|---|---|
| Expected Annual Measurable Outcomes: | Student engagement and connectedness and positive behavior will improve as measured by the following:<br>• The average daily attendance rate for JCCS students will increase by 3% from the 2013-2014 year 1.<br>• The suspension rate for JCCS students will decrease by 5% from 2013-2014 baseline year 1.<br>• The chronic absence rate will decrease by 3% from year 1.<br>• The percentage of students who on the 2013-2014 CHKS report that they feel there is a teacher or adult who notices them when they are not there will increase by 5% from year 1.<br>• The percentage of students who on the 2013-2014 CHKS report that they will safe at school will increase by school will increase by 5% from year 1.<br>• The percentage of students who on the 2013-2014 CHKS report that there is a teacher or adult who really cares about them will |

- increase by 5% from year 1.
- The percentage of students who on the 2013-2014 CHKS report that they feel like they are a part of their school will increase by 10% from year 1.
- The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 5% from year 1.
- The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally is 100%. The intent is that this measurable outcome will be maintained and sustainable for the long term. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and promotion of parental participation.

*Note: Students referred to the JCCS are already expelled. Therefore, this metric is not applicable.
**Note: Middle and High School dropout rates are not applicable to the JCCS context. The JCCS do not generate a dropout rated based on prescribed 4-year cohort method since student generally do not remain enrolled for more than 1 year.

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| - Continue to provide Student Support Services to students at CS with a focus on Trauma Informed Support<br>- Continue to implement a formalized school wide continuum of support to ensure social-emotional and behavioral needs of CS students are addressed<br>- Implement the formalized home visit program implemented by the Student Support Specialist to support and follow-up JCCS student attendance tracking system<br>- Implement and monitor student attendance and chronic absence monitoring and data tracking system for students at CS<br>- Continue to provide P.D. to JCCS administrators and teachers related to Trauma Informed Care and Support<br>- Fully implement a School wide Positive Behavior Intervention system aligned with the Response to Intervention model with a focus on Restorative Justice principles<br>1 FTE to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services) | SW at the Golden Hills Community School *note: JDF and DUCS provide clinician services in their high structured environments. | X_ALL<br>---------------------------------------------<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Included in staffing of Goal #2 Transition Services (106,758.) |
| - Fully implement a School Attendance Review Board | SW at Golden | X_ALL | No Cost |

| (SARB) to address student attendance and behavioral issues | Hills School. *Note: this is N/A at JDF or DUCS | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

## LCAP Year 3: 2017-2018

| Expected Annual Measurable Outcomes: | Student engagement and connectedness and positive behavior will improve as measured by the following:<br><br>• The average daily attendance rate for JCCS students will increase by 3% from year 2.<br>• The suspension rate for JCCS students will decrease by 5% from year 2.<br>• The chronic absence rate will decrease by 3% from year 2.<br>• The percentage of students who on the 2013-2014 CHKS report that they feel there is a teacher or adult who notices them when they are not there will increase by 5% from year 2.<br>• The percentage of students who on the 2013-2014 CHKS report that they will safe at school will increase by school will increase by 5% from year 2.<br>• The percentage of students who on the 2013-2014 CHKS report that there is a teacher or adult who really cares about them will increase by 5% from year 2.<br>• The percentage of students who on the 2013-2014 CHKS report that they feel like they are a part of their school will increase by 10% from year 2.<br>• The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 5% from year 2.<br>• The percentage of parents who on the LCAP Parent Input Survey report that the school provides their child extra help when they are struggling socially or emotionally is 100%. The intent is that this measurable outcome will be maintained and sustainable for the long term. This data from this effort will inform ongoing decision making for ongoing program development for SCOE and promotion of parental participation.<br><br>*Note: Students referred to the JCCS are already expelled. Therefore, this metric is not applicable.<br>**Note: Middle and High School dropout rates are not applicable to the JCCS context. The JCCS do not generate a dropout rated based on prescribed 4-year cohort method since student generally do not remain enrolled for more than 1 year. |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|---|---|---|---|
| • Continue to provide Student Support Services to students at CS with a focus on Trauma Informed Support<br>• Fully implement a school wide continuum of support | SW at the Golden Hills Community School | XALL<br>------------------------------------------<br>OR:<br>__Low Income pupils __English Learners | Included in staffing of Goal #2 Transition Services |

| | | | |
|---|---|---|---|
| to ensure social-emotional and behavioral needs of CS students are addressed<br>• Fully implement the home visit program implemented by the Student Support Specialist to support and follow-up JCCS student attendance tracking system<br>• Fully implement the student attendance and chronic absence monitoring and data tracking system for students at CS<br>• Continue to provide P.D. to JCCS administrators and teachers related to Trauma Informed Care and Support<br>• Fully implement the School wide Positive Behavior Intervention system aligned with the Response to Intervention model with a focus on Restorative Justice principles<br>1 FTE to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services) | *note: JDF and DUCS provide clinician services in their high structured environments. | __Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | (111,023.) |
| • Fully implement and evaluate the effectiveness of the School Attendance Review Board (SARB) to address student  attendance and behavioral issues | SW at Golden Hills School.<br>*Note: this is N/A at JDF or DUCS | XALL<br>⸻⸻⸻<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | No Cost |

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

## Annual Update

**Annual Update Instructions:**  For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions.  Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to 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?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

| Original GOAL from prior year LCAP: | # 1 Improve the instructional program being provided to students. | | Related State and/or Local Priorities: 1X  2X  3__  4X  5__  6__  7X  8X COE only:  9__  10__ Local : Specify _____ |
|---|---|---|---|
| Goal Applies to: | Schools: | All | |
| | Applicable Pupil Subgroups: | All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. | |
| Expected Annual Measurable Outcomes: | 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 | Actual Annual Measurable Outcomes: | Annual Statewide Assessment Data The SBAC data is not currently available.  It will be used to measure progress moving forward as referenced in the Data Dashboard. |

| | 3. | | Annual Local Assessment Data (August-May) |
|---|---|---|---|
| | | | The percentage of students in all JCCS programs 90 days or more demonstrating a .50 or greater (represents ½ grade level equivalent) Grade Equivalent growth in ELA as measured by the Renaissance Learning STAR Reading Assessment: |
| | | | JDF students- 40% |
| | | | Community School & Independent Student Program-53% |
| | | | Division of Unaccompanied Children Services- No students in attendance for 90 days or more. |
| | | | |
| | | | The percentage of students in all JCCS programs 90 days or more demonstrating a .50 or greater Grade Equivalent growth in Math as measured by the Renaissance Learning STAR Mathematics Assessment: |
| | | | JDF students- 40% |
| | | | Community School & Independent Student Program-63% |
| | | | Division of Unaccompanied Children Services- No students in attendance for 90 days or more. |
| | | | |
| | | | Benchmark Assessment (Monthly) |
| | | | The percentage of all students in all JCCS programs demonstrating a 50 point or greater scaled score increase in ELA, as measured by monthly Renaissance Learning STAR Reading Assessment: |
| | | | JDF students- 38% |
| | | | Community School & Independent Student Program-43% |
| | | | Division of Unaccompanied Children Services- Growth data not yet available |
| | | | |
| | | | The percentage of all students in all JCCS programs demonstrating a 50 point or greater scaled score increase in Math, as measured by monthly Renaissance Learning STAR Mathematics Assessment: |
| | | | JDF students- 25% |
| | | | Community School & Independent Student Program-45% |
| | | | Division of Unaccompanied Children Services- 100% |
| | | | |
| | | | EL Student Data indicates that there were 13 students in the JCCS program in 2014-2015.  To date, 12 of the students |

were enrolled for 90 days or longer.  Of the 12 EL students,
- 67% showed an increase of 0.5 Grade level equivalency or more in ELA as measured by the STAR Renaissance Learning Assessment.

EL Student Data indicates that were a total of 15 R-FEP students in the JCCS program in 2014-2015.  Of those 15, 8 were enrolled for 90 days or longer. Of the 8 students,
- 50% of the students showed, an increase of 0.5 Grade level equivalency or more in ELA as measured by the STAR Renaissance Learning Assessment.

More detailed student achievement data is referenced in the ***Data Dashboard Appendix.***

| LCAP Year:2014-2015 | | | |
|---|---|---|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Implement CCCSS-ELA/ELD & Math in the JCCS | 128,040 | To support teachers in fully implementing the CCCSS in ELA/ELD and Math, we have had 7 Academic Conferencing (AC)  meetings with 100% participation by teachers, para, and administration-as part of the AC we have focused on supporting teachers to identify strategies that support the full implementation of the CCCSS. We have also conducted 5 CCSS Trainings with a 100% participation by teachers, paras, and administration; 1 HOLT ELD Training, 100% participation by teachers, paras, and administration; 1 CCSS Math training with newly adopted curriculum, 100% participation by teachers, paras, and administration; 3 SDAIE trainings 100% participation, by teachers, paras, and administration; 2 HOLT ELA trainings 100% participation by teachers, paras, and administration. | 129,160. |

| Scope of service: | LEA | | Scope of service: | LEA | |
|---|---|---|---|---|---|
| _X ALL | | | X ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Develop and Implement  Project Based Learning instructional model for students in the JCCS | | 128,040 (*Duplicated above) | 1 teacher and 1 administrator participated in a professional development at SCOE on 1/31/15. | | 129,160. (*Duplicated Above) |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X ALL | | | X ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Develop a model for providing JCCS students access to lab classes via the use of instructional technology | | 128,040 (*Duplicated above) | Through Odysseyware, students have been accessing the Biology Virtual lab. In addition, professional development was provided regarding accessing labs to fulfill a critical learner need within our WASC self-study. | | 129,160. (*Duplicated Above) |
| Scope of service: | LEA | | Scope of service: | LEA | |
| X ALL | | | X ALL | | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| Provide JCCS Teachers and Administrators Professional development related to ongoing instructional program improvement | | 17,455 | To support teachers in fully implementing the CCCSS in ELA/ELD and Math, we have we have had 7 Academic Conferencing (AC)  meetings with 100% participation by teachers, para, and administration-as part of the AC we have focused on supporting teachers to identify strategies | | 19,548. |

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| | | | that support the full implementation of the CCCSS.<br>We have also conducted 5 CCSS Trainings with a 100% participation by teachers, paras, and administration; 1 HOLT ELD Training, 100% participation by teachers, paras, and administration; 1 CCSS Math training with newly adopted curriculum, 100% participation by teachers, paras, and administration; 3 SDAIE trainings 100% participation, by teachers, paras, and administration; 2 HOLT ELA trainings 100% participation by teachers, paras, and administration. | |
| Scope of service:  LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service:  LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Provide JCCS Teachers and Administrators  Instructional coaching support | 17,455 (*Duplicated above) | | To date we have had 7 Academic Conferencing meetings with 100% participation by teachers, para, and administration. Through the use of data, track student progress using grade level academic and instructional goals. The outcomes where aligned instructional practices to CCSS, increased academic achievement, develop collective responsibility for student learning. | 19,548. (*Duplicated above) |
| Scope of service:  LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | Scope of service:  LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Develop a JCCS Instructional Program Walkthrough, Feedback, and Monitoring system | 17,455 (*Duplicated above) | | To date, 35 walkthroughs have been conducted.  The focus areas for the walkthroughs are: Learning objective, checking for understanding, CCSS strategies discussed at CCSS PD. | 19,548. (*Duplicated above) |
| Scope of service:  LEA | | | Scope of service:  LEA | |

| X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
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| Implement an electronic JCCS student achievement and assessment monitoring system | 128,040<br>(*Duplicated above) | Renaissance Learning assessment in Math and ELA are administered monthly to student. Results are reviewed during all staff academic conferencing to monitor student progress, track growth and create strategies and goals to increase student learning and understanding. | 129,160.<br>(*Duplicated Above) |
| Scope of service: LEA | | Scope of service: LEA | |
| X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Provide a reduced class size for minors at the JDF in the Challenge Unit | 105,155 | | 92,776. |
| Scope of service: SW | | Scope of service: SW | |
| X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| For English Learners (EL): Strengthen the instructional delivery and monitoring system for English Language Development (ELD) instruction | 17,455<br>(*Duplicated above)<br>In addition, PI: 5,815<br>Title III: 5,133<br>Total: 10,958 | ELL students now receive 30 minutes daily of ELD instructional support as well as recently R-REP students who need additional support. 2 HOLT ELD and 3 SDAIE training with 100% participation with teachers, paras and administration. | 19,548.<br>(*Duplicated above) |

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| Scope of service: | LEA | | Scope of service: | LEA | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils X English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils X English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| For EL: Strengthen EL progress monitoring system | | 17,455 (*Duplicated above)<br>In addition, PI: 5,815<br>Title III: 5,133<br>Total: 10,958 | Students are now assessed annually with CELDT, procedures have been created to monitor student progress such as walkthroughs and regularly review student work by teachers, increased individual support by paras and administrative review of final grades. | | 19,548. (*Duplicated above) |
| Scope of service: | LEA | | Scope of service: | LEA | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils  X English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  X English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | |
| For redesignated Fluent English Proficient (FEP) pupils: Strengthen EL reclassification system | | 17,455 (*Duplicated above)<br>In addition, PI: 5,815<br>Title III: 5,133<br>Total: 10,958 | Due to more detailed training in the area of EL, both teachers and paras are more aware and adhere to procedures put in place which are designed to closely monitor student progress. | | 19,548. (*Duplicated above) |
| Scope of service: | LEA | | Scope of service: | LEA | |
| __ALL | | | __ALL | | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  X Redesignated fluent English proficient | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  X Redesignated fluent English proficient | | |

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| __Other Subgroups:(Specify)_____ | | | __Other Subgroups:(Specify)_____ | |
| For redesignated FEP students: Strengthen EL progress monitoring system | 17,455 (*Duplicated above) In addition, PI: 5,815 Title III: 5,133 Total: 10,958 | | For two years, students are closely monitored to ensure they are meeting academic standards in ELA and other core subjects. R-FEP can participate in ELD instruction if further intervention is needed | 19,548. (*Duplicated above) |

| Scope of service: | LEA |
|---|---|
| __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth  X Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| Scope of service: | LEA |
|---|---|
| __ALL | |
| OR: __Low Income pupils __English Learners __Foster Youth  X Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

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|---|---|---|---|---|
| Develop a metric to track foster youth student achievement data | Foster YS, Homeless YS, Title 1:  206,170 | | SCOE has contracted with a developer to create a database. There have been several meetings held throughout this fiscal year to move this project forward. A collaborative effort has been employed to include Solano County Child Welfare Services, SCOE FYS staff and Technology department in the development stages. Meetings were held on August 5, 2014, October 30, 2014, January 8, 2015, March 9, 2015 and the next scheduled meeting is May 18, 2015. There is a demonstration database which was presented at the March meeting. The Homeless and Foster Youth Services (HAFYS) is currently populated with data from CALPADS and Solano County Health and Human Services data. The May meeting will include additional members to the group from Solano CWS management. | Foster YS, Homeless YS, Title 1: 206,170 |

| Scope of service: | County wide |
|---|---|
| __ALL | |
| OR: __Low Income pupils __English Learners | |

| Scope of service: | County wide |
|---|---|
| __ALL | |
| OR: __Low Income pupils __English Learners | |

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|---|---|
| X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ |

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| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Throughout this year we have been implementing and monitoring all actions and goals using local assessments, instructional walkthrough data, and providing professional development to support implementation of the CCCSS. We have met as an administrative team on a monthly basis to review ongoing progress toward the implementation of actions/services and to analyze student achievement data.  As a result of review, analysis, reflection, and stakeholder engagement feedback we have determined that the following priorities will be important for us to focus on moving forward.  Therefore, we will: Related to improved academic achievement for all students- <ul><li>Increase implementation of Project Based Learning by continued professional development</li><li>Continue to ensure 100% of students are being assessed on a monthly basis using Renaissance Learning</li><li>Work with staff to increase student motivation and purpose of tracking monthly progress in ELA and Math.</li><li>Refine Instructional Learning Walk tool to align with Common Core professional development strategies, teacher instructional goals, and student engagement and performance</li><li>Schedule additional CCSS training days to be held during monthly collaborative meetings</li><li>Implement a writing benchmark assessment to be given quarterly to review EL literacy program</li></ul> Related to Foster Youth student achievement: <ul><li>Identify a permanent name for the database.</li><li>Seek our resources to Increase funding to support the manual imputing of student records not able to be automatically linked.</li><li>Identify the levels of access to the database.</li><li>Work with Solano CWS to identify individuals from their department who will have access to the database.</li><li>FYS staff will need access to each districts student database to upload educational records.</li><li>FYS staff will need access to SEIS for uploading special education records.</li><li>Ensure the database has the capacity to run queries to obtain baseline data for each youth on educational outcomes, and continuity of school placement.</li></ul> |

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| Original GOAL from prior year LCAP: | # 2 Increase the educational transition services being provided to students. | Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5X 6X 7__ 8X COE only: 9X 10X Local : Specify _____ |
| Goal Applies to: | Schools: | All |

| Applicable Pupil Subgroups: | All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. |
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| Expected Annual Measurable Outcomes: | Increased level of educational transition planning services to support 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. | Actual Annual Measurable Outcomes: | The number of students who received Transition Planning Services in 2013-2014 was 102. In the baseline year 2014-2015 the number of students who received educational transition planning services via a Student Support Specialist and formalized processes and procedures increased to 266.<br><br>Using 2012-13 data as a baseline to compare with 2013-2014, the recidivism data collected indicates that the percent of students who returned to the Juvenile Detention Facility within 6 mos. decreased by 10%. This indicates that they are successfully transitioning out of the JCCS and not returning to the detention facility. We are currently collecting the 2014-2015 year-end data to determine the continued reduction recidivism rates. |
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**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | | |
|---|---|---|---|---|
| | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Annually review and update the County wide plan for expelled students | Restricted Program Funds | The Solano County Student Services Committee has met monthly to discuss the Plan for Expelled Students and topics relating to it. The plan includes more of an emphasis on social and emotional support for expelled students and a focus on Cross-Over Youth. | | Restricted Program Funds |
| Scope of service: | Countywide | Scope of service: | Countywide | |
| X ALL | | X ALL | | |

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|---|---|---|---|
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Provide Educational Transition Planning services that support transition and follow up case management of students transitioning from CS | 65,000. | In collaboration with each student, the Student Support Specialist has developed a transition plan that focused on each student's success in returning to their school of residence. We are currently planning on a follow-up model for students returning to their home school next semester. As of 4/10/15, 60 transition plans have been developed. | 61,891. |
| Scope of service: SW | | Scope of service: SW | |
| X ALL | | X ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| 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) | 65,000.<br>(*Duplicated above) | We have developed processes and procedures whereby each student at JDF is now assigned to a Student Support Specialist (SSS) upon intake. The SSS reviews each student's Individual Learning Plan while in JDF and uses this as a tool to assist the student when transitioning to their district of resident. The SSS makes contact with the student's home school before they are released and continues follow-up after they enroll. | 61,891.<br>(*Duplicated above) |
| Scope of service: SW | | Scope of service: SW | |
| X ALL | | X ALL | |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Strengthen the development and monitoring of ILPs for each student at CS and JDF | 65,000.<br>(*Duplicated above) | All students at GHCS and all long-term students at JDF have worked with their teacher to develop an individual learning plan (ILP). These plans are reviewed every 6 | 61,891.<br>(*Duplicated |

|  |  |  | weeks and modification are made as appropriate. | above) |
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| **Scope of service:** LEA | | | **Scope of service:** LEA | |
| X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Strengthen the In-take process at the JDF | 65,000.<br>(*Duplicated above) | | The intake process at JDF has improved dramatically since the addition of a second Student Support Specialist. Students are assigned to one of these individuals depending on their district of residence.  The SSS monitors the student's progress during their stay at JDF and continues follow-up upon their release. | 61,891.<br>(*Duplicated above) |
| **Scope of service:** SW | | | **Scope of service:** SW | |
| X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Develop a metric to determine effectiveness of education transition services. | 65,000.<br>(*Duplicated above) | | 266 youth have been assisted by the work of the Student Support Specialists (SSS). A tool has been developed over the past school year that has been an effective tool during review of the process. The SSS will check progress reports for all students returning to the school district. The SSS will follow-up with students and parents of those whom are struggling. | 61,891.<br>(*Duplicated above) |
| **Scope of service:** SW | | | **Scope of service:** SW | |
| X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | | | X ALL<br><br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient | |

| __Other Subgroups:(Specify)_____ | | __Other Subgroups:(Specify)_____ | |
|---|---|---|---|
| Develop a metric to track services of support provided to foster and homeless youth across the county | Foster YS, Homeless YS, Title 1: 206,170 (*Duplicated Above) | SCOE has contracted with a developer to create a tool to track services of support provided to foster and homeless youth. There have been several meetings held throughout this fiscal year to move this project forward. A collaborative effort has been employed to include Solano County Child Welfare Services, SCOE FYS staff and Technology department in the development stages. Meetings were held on August 5, 2014, October 30, 2014, January 8, 2015, March 9, 2015 and the next scheduled meeting is May 18, 2015. There is a demonstration database which was presented at the March meeting. The Homeless and Foster Youth Services (HAFYS) is currently populated with data from CALPADS and Solano County Health and Human Services data. The May meeting will include additional members to the group from Solano CWS management. | Foster YS, Homeless YS, Title 1: 206,170 (*Duplicated above) |
| Scope of service: County wide | | Scope of service: County wide | |
| __ALL | | __ALL | |
| OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Throughout this year we have been implementing and monitoring all actions and goals to support successful transition of students from the SCOE JCCS programs. We experienced a challenge with hiring and staffing the Student Support Specialist position at the beginning of the school year but gained stability beginning the second semester. We also hired a Student Support Specialist to work in the Foster/Homeless Youth programs with a focus on crossover youth. We discovered that having 2 Student Support Specialists working from 2 different departments and under 2 different supervisors can be a challenge and we are working to mitigate those challenges with a focus on strategies for effective cross department communication and collaboration. We have met as an administrative team with the Student Support Specialists to reflect on successes and challenges. As a result of review, analysis, reflection, and stakeholder engagement feedback inclusive of both parent and student survey results, we have determined that the following priorities will be important for us to focus on moving forward. Therefore, we will: <br> • The students at the Community School are all primarily from the FSUSD school district. Therefore, we will focus on conducting Home Visits in partnership with FSUSD Attendance Liaisons as a way to bridge the support being provided to students and parents. |
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| | • To further strengthen the development and monitoring of the ILPs, it will be important to develop and implement a process whereby teachers intentionally meet with students on a more frequent basis to review with them their progress and modify goals as appropriate. |

| Original GOAL from prior year LCAP: | # 3 Increase career readiness services provided to students. | Related State and/or Local Priorities:<br>1__ 2__ 3___ 4__ 5X 6X 7X 8X<br>COE only: 9___ 10___<br>Local : Specify _____ |
|---|---|---|

| Goal Applies to: | Schools: | All | |
|---|---|---|---|
| | Applicable Pupil Subgroups: | All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. | |

| Expected Annual Measurable Outcomes: | 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. | Actual Annual Measurable Outcomes: | In 2013-2014, 7 students accessed career readiness programs and services. In 2014-2015, 110 students are receiving career readiness programs and services-a 94% increase the number of students accessing career readiness programs and services. |
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**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide career exploration instruction for students in JCCS programs | 74,000. | Students have completed several units in exploring career options and completed assessments to determine interests, career clusters and career mapping.<br><br>Students participated in job shadow activities with local employers. | 89,368. |
| Scope of service: | LEA | Scope of service: | LEA |

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| X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Provide financial literacy instruction for students in JCCS programs | 74,000.<br>(*Duplicated above) | Financial literacy workshops were presented covering budgeting, credit and savings and investments. | 89,368.<br>(*Duplicated above) |
| **Scope of service:**   LEA<br>X ALL<br><br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | **Scope of service:**   LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Provide "Preparing for the Workplace" themed instruction for students in the JCCS | 74,000.<br>(*Duplicated above) | Students received training in work-readiness skills such as ethics, communication, and resume preparation and interview techniques.  Students also had opportunities to walk through an online application and assessment process.  Students completed a portfolio with a resume, cover letter and master application to use when applying for work. | 89,368.<br>(*Duplicated above) |
| **Scope of service:**   LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | **Scope of service:**   LEA<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Provide "Success in the Workplace" themed instruction for students in the JCCS | 74,000.<br>(*Duplicated above) | Students have received lessons on work ethics and Bringing Character to Work where students were able to recognize the most ethical approach to workplace behavior.  Conflict management, communication and customer service training were also covered.  Additionally, several lessons on work ethic were completed utilizing Junior Achievement Excellence through Ethics programs. | 89,368.<br>(*Duplicated above) |

| Scope of service: | LEA | | Scope of service: | LEA | |
|---|---|---|---|---|---|
| X ALL | | | X ALL | | |
| OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | | OR: <br> __Low Income pupils  __English Learners <br> __Foster Youth  __Redesignated fluent English proficient <br> __Other Subgroups:(Specify)_____ | | |

| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Throughout this year we have been implementing and monitoring all actions and goals to Increase career readiness services provided to students in the JCCS programs. We have met as an administrative team with the Vocational Specialists to reflect on successes and challenges.  As a result of review, analysis, reflection, and stakeholder engagement feedback inclusive of both parent and student survey results, we have determined that the following priorities will be important for us to focus on moving forward.  Therefore, we will; <br> Expand the access to career readiness programs and activities to include the following: <br> • Lessons in basic computer concepts <br> • Keyboarding <br> • MS Word and coding <br> • We will also expand the Food Handlers Certification to Community School in addition to new workshops <br> We are also exploring the possibility of renting a vehicle to take students on industry field trips throughout the year. |
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| Original GOAL from prior year LCAP: | #4 Increase social-emotional support services provided to students. | Related State and/or Local Priorities: <br><br> 1__  2__  3__  4__  5X  6X  7__  8X <br><br> COE only:  9X  10X <br><br> Local : Specify _____ |
|---|---|---|
| **Goal Applies to:** | **Schools:** All | |
| | **Applicable Pupil Subgroups:** All JCCS students, including numerically subgroups of students, FY, EL, Socio-economically disadvantaged students and students with disabilities. | |
| Expected Annual Measurable Outcomes: | Increased level of services that contribute to positive outcomes for students after they transition out of the SCOE Alternative Education Programs as evidenced by the metrics indicated.   In Year 1 we will establish baseline data.  As a | Actual Annual Measurable Outcomes: | Group/Individual Counseling Interventions: 98<184.  This number illustrates a 96.6% growth in interventions being provided to students after hiring a SSS.  Interventions include academic, behavioral, individual and group counseling, anger |

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| | result of baseline, we will determine what would be reasonable growth in years 2 and 3. | | management, home visits, truancy monitoring and transition planning. This data indicates an increased level of services provided to students.<br><br>Community Service: To date students have completed 11 sessions. |

**LCAP Year**: 2014-2015

| Planned Actions/Services | | Actual Actions/Services | |
|---|---|---|---|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide Student Support Services to students at CS with a focus on Trauma Informed Support | 94,895. | On 1/12/15, the Dean and SSS attended a School Based Trauma Informed Care PD at SCOE.  As a result, the services being provided to students at CS are now focused on Trauma Informed support. | 68,454. |
| Scope of service: SW<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: SW<br>X ALL<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Formalize a school wide continuum of support to ensure social-emotional and behavioral needs of CS students are addressed | 94,895.<br>(*Duplicated from above) | On 9/10/14, the Dean attended a PBIS Overview. GHCS plans to begin implementation 2015-2016 school year. | 68,454.<br>(*Duplicated above) |
| Scope of service: SW<br>X ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | Scope of service: SW<br>X  ALL<br>OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |

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|---|---|---|---|---|
| Formalize a home visit program implemented by the Student Support Specialist to support and follow-up JCCS student attendance tracking system | 94,895. (*Duplicated from above) | | The Student Support Specialist has conducted 5 home visits with the FSUSD Attendance Liaison for students with attendance challenges.  A formalized student attendance and chronic absence tracking system has been implemented. | 68,454. (*Duplicated above) |
| Scope of service: | SW | | Scope of service: | SW |
| X ALL | | | X ALL | |
| OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Develop a student attendance and chronic absence monitoring and data tracking system for students at CS | 94,895. (*Duplicated from above) | | Student attendance is monitored weekly.  Cases are reviewed to determine suitability for SARB hearings when necessary.  To date, 6 SARB cases have been heard, and 3 referrals have been made to the Fairfield P.D.  for citation and referral to the District Attorney's Truancy Court. | 68,454. (*Duplicated above) |
| Scope of service: | SW | | Scope of service: | SW |
| X ALL | | | X ALL | |
| OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | | | OR: __Low Income pupils  __English Learners __Foster Youth  __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |
| Provide P.D. to JCCS administrators and teachers related to Trauma Informed Care and Support | 94,895. (*Duplicated from above) | | On 1/12/15, the Dean and SSS attended a School Based Trauma Informed Care PD at SCOE.  As a result, the services being provided to students at CS are now focused on Trauma Informed support.  The teachers were not provided training this year in this area.  It will be a priority to have JCCS teachers in addition to administrators be trained moving forward. | 68,454. (*Duplicated above) |
| Scope of | LEA | | Scope of | LEA |

| service: | | | service: | |
|---|---|---|---|---|
| X ALL | | | X ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Develop and Implement a School wide Positive Behavior Intervention system aligned with the Response to Intervention model with a focus on Restorative Justice principles | 94,895.<br>(*Duplicated from above) | | This action was not implemented in the 2014-15 year. GHCS Administration has scheduled for the entire staff to participate in the PBIS Initiative training being provided county-wide by SCOE.  The school will be engaged in a 3-year process to fully develop and implement the PBIS model of multi-tiered systems of support. | 68,454.<br>(*Duplicated above) |
| Scope of service: SW | | | Scope of service: SW | |
| X ALL | | | X ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| Develop and Implement a School Attendance Review Board (SARB) to address student attendance and behavioral issues | 94,895.<br>(*Duplicated from above) | | The School Attendance Review Board (SARB) was developed and implemented.  To date, 6 cases have been heard with 3 requests for citation submitted to the Fairfield PD for referral to the District Attorney's Truancy Court. | 68,454.<br>(*Duplicated above) |
| Scope of service: SW | | | Scope of service: SW | |
| X ALL | | | __ALL | |
| OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | | | OR:<br>__Low Income pupils  __English Learners<br>__Foster Youth  __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress | Throughout this year we have been implementing and monitoring all actions and goals to Increase social-emotional support services provided to students in the JCCS programs. We have met as an administrative team with the Student Support Specialists to reflect on successes and challenges.  As a result of review, analysis, reflection, and | | | |

| | |
|---|---|
| and/or changes to goals? | stakeholder engagement feedback inclusive of both parent and student survey results, we have determined that the following priorities will be important for us to focus on moving forward. Therefore, we will:<br>• The school will be engaged in a 3-year process to fully develop and implement the PBIS model of multi-tiered systems of support. |

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner 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, schoolwide, countywide, or charterwide 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 schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|---|---|
| Total amount of Supplemental and Concentration grant funds calculated: | $    682,568 |

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 2015-2016 year. Existing resources have been identified to provide increased or improved services to low income and foster youth students and English Learner students. Currently, the 2015-2016 unduplicated targeted student percentages are 100% for the Courts Schools and 87% for the Community Operated School. The amount of dollars required to be realigned as supplemental-concentration funding is $682,568.-SCOE has identified spending $596,108 in the 2015-2016 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.

All of the funds have been principally directed towards addressing the needs of our unduplicated students with a focus on socio-economically disadvantaged students, foster youth, and English Learner students in our JCCS program schools and have been allocated primarily at the schoolwide level to most effectively meet SCOE's goals for unduplicated pupils.

Schoolwide level services include:
- Implementation of CCCSS in ELA/ELD & Math and Professional Development and instructional coaching
  We will provide Professional Development and instructional coaching in the implementation of the CCCSS in ELA/ELD & Math based on the guidelines outlined in the Common Core State Standards documents.   In Math we will have a specific focus on the Standards for Mathematical Practice which describes the expertise that mathematics educators at all levels should seek to develop their student's knowledge and understanding of Math concepts.  In ELA/ELD we will use the Common Core State Standards in Reading/Language Arts and the ELD Standards with a particular focus on cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The Mathematics and Reading/Language Arts Frameworks, with a focus on coherence and rigor, will also be utilized as foundational tools for our work.

- Fully credentialed teachers and safe facilities
  Settlement of the Williams v. State of California requires that we ensure that we provide every public school student with instructional materials, safe and decent school facilities, and qualified teachers.  We ground our strategies outlined in the context of Senate Bill 550 and the California Code of Regulations, Title 5, sections 4600-4687.

- Student achievement monitoring
  All of our actions and services focus on the strong research based correlation between the impact of student assessment/monitoring of student data and student achievement; and the critical importance of alignment between teaching, learning, assessment and analysis of data to improve teaching and learning.  These are evidence based best practices documented by research on effective high priority/high performing schools, data driven differentiation in the standards-based classroom, and data driven instruction. The services and actions described in our instructional support program are grounded these research based instructional practices.

- Educational Transition Planning
  Research from the Juvenile Justice field has pointed to the importance of Educational Transition planning for students in the juvenile justice system to successfully exit and reduce recidivism.  Transition in this context refers to a coordinated, outcome-based set of aftercare services for youth in the juvenile justice system.  Transition services help youth achieve social adjustment, employment, and educational successes beyond the juvenile justice system. The services that we are providing are grounded in evidence based best practices that include interagency collaboration, team-based planning, and case management.

- Career readiness

California Career Zone, Road Trip Nation, and Junior Achievement

The career readiness programming being provided to students is grounded in effective evidence based practices as outlined in State Superintendent Tom Torlakson's Career Readiness Initiative 2015 including the effort to promote and increase use of Career Exploration planning tools within California Schools including the California Career Center, the California CareerZone, and the Career Surfer mobile application. In addition, we focus on the implementation of the California Career Technical Education Model Curriculum Standards which outline best practices in developing high-quality curriculum and instruction to help ensure that our students are career and college ready and to prepare them for future careers. We also focus our efforts with the support of the Blueprint for Great Schools with a particular eye toward preparing our students to be Career and College ready.

- Positive Behavior Intervention Support (PBIS)

  We are implementing PBIS as a model for implementing systemic behavior support systems which will allow students to focus on instruction and be successful in school. PBIS is a systems approach to establishing the multi-tiered systems of social culture and behavioral supports needed for all students in a school to achieve both social and academic success.   We have grounded our strategies on the research from University of Oregon and the work of Dr. Rob Horner and Dr. George Sugai as well as the Technical Assistance Center on Positive Behavioral Interventions and Supports established by the Office of Special Education Programs (OSEP) which includes PBIS for Youth Involved in Juvenile Corrections, Behavioral Strategies to Reduce School Violence, and Managing Adolescent Behavior.

- Attendance and Chronic Absence monitoring

  We are implementing services and actions that focus on supporting our students to be present and accounted for in our schools.  Our efforts combine the knowledge and skills of counseling with the knowledge of education and the law with a focus on resolving often complicated challenges that our students often face as barriers to school attendance.   We are implementing evidence based best practices as outlined in the research conducted by Attendance works, the reporting requirements for attendance as outlined in Education Code Section 48203, and school attendance improvement strategies as described in the California Department of Education which have been identified as strategies and activities having a positive effect in encouraging students to attend school.

Countywide level services include:
- County wide Plan for Expelled Students

  Every 3 years each County Office of Education, in conjunction with representatives from each of our districts within the county, are required to develop a plan for providing educational services to all expelled pupil in the county. We ground our work in this area in the requirements as described in Ed Code section 48926 and outline specific evidence based practices such as Educational Transition Planning, Full Service Community Schools, Inter agency collaboration, and implementation of career readiness services.

- Countywide Plan and technical assistance to our district Foster Youth liaisons

  Our Foster Youth Services program provides technical assistance and support to our district liaisons in providing evidence based services

to foster youth to address the effects of displacement from family and schools and multiple placements in foster care. Our services and actions described focus on a county wide coordinated plan that will facilitate all of our district liaisons' ability and authority to-in a seamless manner-(given the mobility of our students) ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, emancipation services, training for independent living, and other related services such as workforce development. Our work is grounded in the guidelines and evidence based practices described in the Foster Youth Education Toolkit from CDE that is designed to assist school administrators in meeting the goals of the LCFF, the Study of Policies, Procedures and Practices Affecting the Education of Children Residing in Group Homes conducted by the American Institutes for Research in January of 2004, and CDE 2014 Report to the Governor and the Legislature: Foster Youth Services Program.

B. In the box below, 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).

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). 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.

8.16     %

Existing resources have been identified to provide increased or improved services to low income and foster youth students and English Learner students. Currently, the 2015-2016 unduplicated targeted student percentages are 100% for the Courts Schools and 87% for the Community Operated School. The 2015-16 percentage by which we are to increase and/or improves services for targets students is 8.16%. SCOE has identified an increase of 33% increase in effort in Goal 1, 33% increase in effort and services in Goal 3, and 33% increase in effort and services in Goal 4.   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.

Goal 1: Improve the instructional program being provided to students
The services and actions provided by the Program Manager related to Professional Development and Instructional Coaching to improve the instructional program have increased by 33%.

Goal 3: Increase career readiness services provided to students

The amount of FTE that has been allocated to the career readiness services and actions provided to students by the Vocational Specialist has been increased by 33%.

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

The amount of FTE that has been allocated to the social-emotional support services and actions provided to students by the Student Support Specialist has been increased by 33%.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]

# APPENDIX

# DATA DASHBOARD

# Solano County Office of Education Data Dashboard
## Matrix of Goals with State Priorities and Data Metrics

| Goal | State Priority | Metric | Measureable Outcome |
|---|---|---|---|
| 1: Improve Instructional Program | (1) Basic Services | Rate of Teachers Appropriately Assigned and Fully Credentialed | 2014-2015:  100% Teachers Appropriately Assigned and Fully Credentialed<br>2015-2016:  100% Teachers Appropriately Assigned and Fully Credentialed<br>2016-2017:  100% Teachers Appropriately Assigned and Fully Credentialed<br>2017-2018:  100% Teachers Appropriately Assigned and Fully Credentialed |
| 1.  Improve Instructional Program | (1) Basic Services | Facilities Maintained in Good Repair: Williams Visits | 2014-2015:  100%  In compliance based on Facilities inspection tool<br>2015-2016   100%<br>2016-2017:  100%<br>2017-2018:   100% |
| 1: Improve Instructional Program | (2) Implementation of State Standards | Implementation of CCSS Professional Development Workshops | 2014-2015:  Provide 8     CCSS trainings (strategies and content)<br>2015-2016:  Provide 10    CCSS trainings (strategies and content)<br>2016-2017:  Provide 11    CCSS trainings (strategies and content)<br>2017-2018:  Provide 12   CCSS trainings (strategies and content) |
| 1: Improve Instructional Program | (2) Implementation of State Standards | Aligned to CCSS and Instructional Materials | 2014-2015: 100% Instructional materials aligned to CCSS<br>2015-2016: 100% Instructional materials aligned to CCSS<br>2016-2017: 100% Instructional materials aligned to CCSS<br>2017-2018: 100% Instructional materials aligned to CCSS |
| 1: Improve Instructional Program | (3) Parental Involvement | LCAP Input Parent Survey<br><br>Parents who report that their child receives academic support when they are struggling | 2014-2015:  50% Baseline percentage of parents reporting that their child receives academic support when they are struggling,<br>2015-2016:   55%<br>2016-2017:   60%<br>2017-2018:   65% |
| 1: Improve Instructional Program | (4) Academic Achievement | Academic Performance Index | 2014-15   API was suspended by the California Legislature until 2016.<br>2015-16   Suspended<br>2016-17:  Baseline year, establish new API<br>2017-18:  TBD |
| 1:Improve Instructional Program | (4) Academic Achievement | California High School Exit Exam 10th grade census administration | 2013-2014:  ELA: 56%  pass rate; Math: 25% pass rate<br>2014-2015:  ELA: 61% pass rate;  Math: 35%<br>2015-2016: ELA:  66% ; pass rate  Math: 40%<br>Year 2 and Year 3 this data will not be available; suspension of CAHSEE |
| 1: Improve Instructional Program | (4) Academic Achievement | California STAR Science Grades 8 and 10 | 2014-15:  Baseline  Proficiency rate established<br>2015-16:  Baseline plus 1% proficient/advanced<br>2016-17:  Baseline plus 3%  proficient/advanced<br>2017-18:  Baseline plus 5% proficient/advanced |

# Solano County Office of Education Data Dashboard
## Matrix of Goals with State Priorities and Data Metrics

| Goal | State Priority | Metric | Measureable Outcome |
|---|---|---|---|
| 1: Improve Instructional Program | (4) Academic Achievement | CELDT (California English Language Development Test) Annual Measurable Achievement Objective (AMAO) 1 | **CELDT Annual Assessment: Community School**<br>2014-15: Baseline (12) students tested.  According to CDE, if less than 30 students in a cohort are tested, AMAO Cohort data cannot be reported.<br>2015-2016: Baseline plus 5%<br>2016-2017: Baseline plus 10%<br>2017-2018 : CELDT will be replaced by a new assessment for English learners called the ELPAC (English Language Proficiency Assessments for California)<br><br>**CELDT Annual Assessment: JDF**<br>2014-2015: Baseline (3) students tested.  According to CDE, if less than 30 students in a cohort are tested, AMAO Cohort data will not be reported.<br>2015-2016: Baseline plus 5%<br>2016-2017: Baseline plus 10%<br>2017-2018  CELDT will be replaced by a new assessment for English learners called the ELPAC (English Language Proficiency Assessments for California)<br>**CELDT Annual Assessment: DUCS**<br>2013-2014: Baseline 2 students tested.  According to CDE, if less than 30 students in a cohort are tested, AMAO Cohort data will not be reported.<br>2014-15: Local assessments used to progress monitor and establish baseline<br>2015-2016: Baseline plus 5%<br>2016-2017: Baseline plus 10%<br>2017-2018 : CELDT will be replaced by a new assessment for English learners called the ELPAC (English Language Proficiency Assessments for California) |
| 1: Improve Instructional Program | (4) Academic Achievement | CELDT Students Proficient – AMAO 2 | 2014-2015: ( 1 ) Student was proficient based on the CELDT annual assessment<br>2015-2016: Baseline, plus 1%<br>2016-2017: Baseline, plus 2%<br>2017-2018: CELDT will be replaced by a new assessment for English learners called the ELPAC (English Language Proficiency Assessments for California) |
| 1: Improve Instructional Program | (4) Academic Achievement | EAP (Early Assessment Program) for ELA | 2014-15:  Baseline year for EAP, is now integrated into the new Smarter Balanced assessment; metric is percent of all 11th grade test takers scoring Ready for College plus Conditionally Ready for College.<br>2015-16: Baseline plus 1%.<br>2016-17: Baseline plus 2%.<br>2017-18: Baseline plus 3%. |

## Solano County Office of Education Data Dashboard
## Matrix of Goals with State Priorities and Data Metrics

| Goal | State Priority | Metric | Measureable Outcome |
|------|----------------|--------|---------------------|
| 1: Improve Instructional Program | (4) Academic Achievement | EAP (Early Assessment Program) for Mathematics | 2014-15:  Baseline year for EAP, which now is integrated into the new Smarter Balanced Assessment; metric is percent of all 11th grade test takers scoring Ready for College plus Conditionally Ready for College.<br>2015-16: Baseline plus 1%.<br>2016-17: Baseline plus 2%.<br>2017-18: Baseline plus 3%. |
| 1: Improve Instructional Program | (4) Academic Achievement | Local Annual ELA & Math Assessments (Renaissance Learning Star Assessments) | **Local Annual Assessments in ELA & Math (August-April)**<br>The % of students in all JCCS  programs 90 days or more demonstrating a 0.5 or greater Grade Equivalent growth in **ELA** as measured by the Renaissance Learning STAR Reading Assessment:<br>JDF students-<br>2014-15- 40%<br>2015-16- 45%<br>2016-17- 50%<br>Community School & Independent Student Program-<br>2014-15- 53%<br>2015-16- 58%<br>2016-17 -63%<br>2017-18 -68%<br>Division of Unaccompanied Children Services- No students in attendance for 90 days or more.<br><br>The % of students in all JCCS programs 90 days or more demonstrating a 0.5 or greater Grade Equivalent growth in **Math** as measured by the Renaissance Learning STAR Mathematics Assessment:<br>JDF students-<br>2014-15-  40%<br>2015-16-  45%<br>2016-17-  50%<br>2017-18-  55%<br>Community School & Independent Student Program<br>2014-15  -63%<br>2015-16 - 68%<br>2016-17-  73%<br>2017-18-  78%<br>Division of Unaccompanied Children Services- No students in attendance for 90 days or more. |

# Solano County Office of Education Data Dashboard
## Matrix of Goals with State Priorities and Data Metrics

| Goal | State Priority | Metric | Measureable Outcome |
|---|---|---|---|
| | | | **Benchmark Assessment in ELA and Math  (Monthly)**<br>The % of all students in all JCCS programs demonstrating a 50 point or greater scaled score increase in **ELA,** as measured by monthly Renaissance Learning STAR Reading Assessment:<br>JDF students-<br>2014-15- 38%<br>2015-16- 43%<br>2016-17- 48%<br>2017-18- 53%<br>Community School & Independent Student Program-<br>2014-15- 43%<br>2015-16- 48%<br>2016-17- 53%<br>2017-18- 58%<br>Division of Unaccompanied Children Services- No growth data<br>The % of all students in all JCCS programs demonstrating a 50 point or greater scaled score increase in **Math,** as measured by monthly Renaissance Learning STAR Mathematics Assessment:<br>JDF students-<br>2014-15- 25%<br>2015-16- 30%<br>2016-17- 35%<br>2017-18- 40%<br>Community School & Independent Student Program-<br>2014-15- 45%<br>2015-16- 50%<br>2016-17- 55%<br>2017-18- 60%<br>Division of Unaccompanied Children Services- No students in attendance for 90 days or more. |
| 1: Improve Instructional Program | (4) Academic Achievement | (RFEP Students) Local Reading Assessment | 2014-2015: (15) RFEP students were enrolled in the JCCS.  Of the 15, 8 students have been enrolled for 90 days or more.<br>50% of the students enrolled 90 days or more showed an increase of 0.5 Grade level equivalency in ELA as measured by Renaissance Learning STAR reading assessment.<br>2015-16: 55%<br>2016-17: 60%<br>2017-18: 65% |

**Solano County Office of Education Data Dashboard**
**Matrix of Goals with State Priorities and Data Metrics**

| Goal | State Priority | Metric | Measureable Outcome |
|------|----------------|--------|---------------------|
| 1: Improve Instructional Program | (4) Academic Achievement | Smarter Balanced Assessment English Language Arts | 2014-15: Baseline year for new SBAC state assessment; establish baseline percentage of students scoring a 3 and above, which is considered proficient<br>2015-16: Baseline percentage of students scoring 3 and above, plus 1%.<br>2016-17: Baseline percentage of students scoring 3 and above, plus 2%.<br>2017-18: Baseline percentage of students scoring 3 and above, plus 3%. |
| 1: Improve Instructional Program | (4) Academic Achievement | Smarter Balanced Assessment Mathematics | 2014-15: Baseline year for new SBAC state assessment; establish baseline percentage of students scoring a 3 and above, which is considered proficient.<br>2015-16: Baseline percentage of students scoring 3 and above, plus 1%.<br>2016-17: Baseline percentage of students scoring 3 or 4, plus 2%.<br>2017-18: Baseline percentage of students scoring 3 and above, plus 3%. |
| 1: Improve Instructional Program | (8) Other Student Outcomes | Classroom Learning Walkthroughs | 2014-2015: 35<br>2015-2016: 40<br>2016-2017: 45<br>2017-2018: 50 |
| 2: Increase Education Transition Services | (3) Parental Involvement<br>(9) Expulsion Coordination<br>(10) Foster Student Services | LCAP Parent Input Involvement Survey<br><br>Parental Involvement: Efforts to seek parent input and promotion of parental involvement | 2014-2015: 65%<br>2015-2016: 75%<br>2016-2017: 80%<br>2017-2018: 85% |
| 2: Increase Education Transition Services | (5) Student Engagement<br>(8) Other Student Outcomes<br>(9) Expulsion Coordination<br>(10) Foster Student Services | LCAP Student Survey<br><br>Student Engagement: Students reporting engaged in review and monitoring of Individual Learning Plans (ILP's) | 2014-2015: 34%<br>2015-2016: 54%<br>2016-2017: 74%<br>2017-2018: 79% |
| 3: Increase Career Readiness Services | (8) Other Student Outcomes | Students Exploring Career Options | 2015-2016: 25%<br>2016-2017: 30%<br>2017-2018: 30% |
| 3: Increase Career Readiness Services | (5) Student Engagement<br>(8) Other Student Outcomes | Student Participation in Job Shadowing | 2015-2016: 10%<br>2016-2017: 60%<br>2017-2018: 100% |

| Goal | State Priority | Metric | Measureable Outcome |
|------|----------------|--------|---------------------|
| 3: Increase Career Readiness Services | 8: Other Student Outcomes | Financial Literacy Workshops<br> % Student participation in WS | 2015-2016: Baseline percentage of students participating in Financial Literacy workshops<br>2016-2017: 20% Increase of Baseline<br>2017-2018: 40% increase of Baseline |
| 3: Increase Career Readiness Services | (7) Course Access<br>(8) Other Student Outcomes | LCAP Student Survey<br><br>School Provides Career Readiness | 2014-2015: 34%<br>2015-2016: 37%<br>2016-2017: 40%<br>2017-2018: 43% |
| 4: Increase Socio-Emotional Support Services | (3) Parental Involvement<br><br>(5) Student Engagement<br><br>(6) School Climate | Student Attendance Rates | 2013-2014: 87%<br>2014-2015: 88%<br>2015-2016: 89%<br>2016-2017: 90%<br>2017-2018: 91% |
| 4: Increase Socio-Emotional Support Services | (5) Student Engagement | Chronic Absenteeism Rates | 2014-2015: Baseline Chronic Absenteeism Rate determined<br>2015-2016: 1% decrease from Baseline<br>2016-2017: 3% decrease from Year 1<br>2017-2018: 3% decrease from Year 2 |
| 4: Increase Socio-Emotional Support Services | (5) Student Engagement | Student Suspension Rate | 2013-2014: 13% (baseline)<br>2015-2016: 10%<br>2016-2017: 8%<br>2017-2018: 5% |
| 4: Increase Socio-Emotional Support Services | (5) Student Engagement | High School Graduation Rate | Not applicable; students do not generally remain enrolled for one year. |
| 4: Increase Socio-Emotional Support Services | (6) School Climate | CHKS Data<br>Students report that they feel there is a teacher or adult who notices them when they are not there | 2013-2014: 58%<br>2015-2016: 68%<br>2017-2018: 78% |
| 4: Increase Socio-Emotional Support Services | (6) School Climate | CHKS Data<br><br>Student report that they feel safe at school | 2013-2014: 42%<br>2015-2016: 52%<br>2017-2018: 62% |

**Solano County Office of Education Data Dashboard**
**Matrix of Goals with State Priorities and Data Metrics**

| Goal | State Priority | Metric | Measureable Outcome |
|------|---------------|--------|---------------------|
| 4: Increase Socio-Emotional Support Services | (6) School Climate | CHKS Data<br>Students report that there is a teacher or adult who really cares about them there | 2013-2014: 52%<br>2015-2016: 62%<br>2017-2018: 72% |
| 4: Increase Socio-Emotional Support Services | (6) School Climate | CHKS Data<br><br>Students report that they feel are a part of their school | 2013-2014: 23%<br>2015-2016: 38%<br>2017-2018: 53% |
| 4: Increase Socio-Emotional Support Services | (8) Other Student Outcomes | LCAP Student Survey<br><br>School supports my social-emotional needs | 2013-2014: 25%<br>2014-2015: 35%<br>2015-2016: 45%<br>2017-2018: 55% |