



Solano County Office of Education 2016-2019 Local Control Accountability Plan Executive Summary

This Local Control Accountability Plan (LCAP) describes goals and specific actions to achieve those goals for our students who are funded through the county office of education Local Control Funding Formula (LCFF) 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 (SCOE) currently offers instructional programs to an average of 154 students in the Juvenile Court and Community Schools (JCCS) system.

We undertook an extensive engagement process to help inform the LCAP and the Annual Update that included meetings and activities, including gathering information from certificated and classified staff, students, parents, Probation Department staff who serve as non-custodial parents of the students in the Juvenile Detention Facility (JDF), Division of Undocumented Children's Services program 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 Services staff and a variety of community-based organizations and partners who support economically disadvantaged and foster youth in our community. 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. 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.

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 learner and redesignated students was also identified in addition to the need to continue to focus on the use of a metric to track services of support and achievement outcome data for foster youth and low-income students.

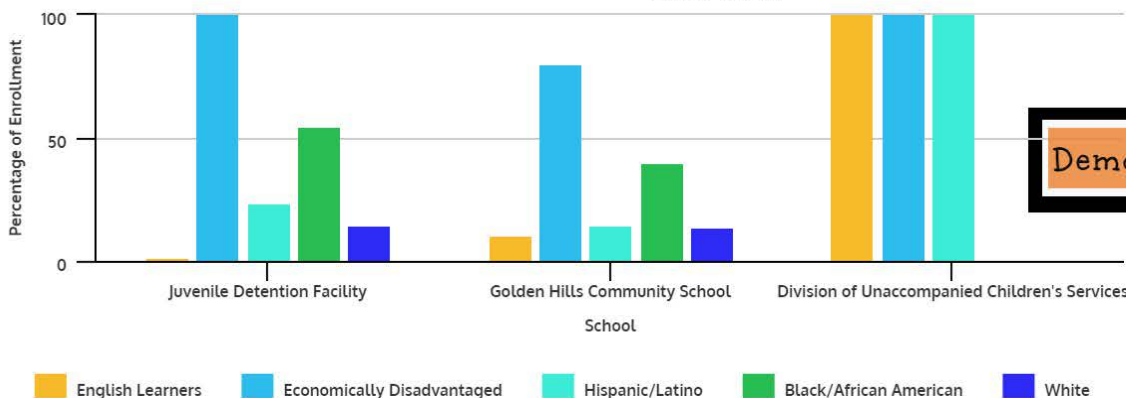
In terms of addressing the needs of students with disabilities, Special Education has always been designed as a cost sharing model including contributions from federal, state, and local funding sources. The LCFF represents the funding source for local district contribution to special education. Further, 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 also available to students with disabilities to the same extent as their typically developing peers and as appropriate pursuant to each student's Individual Education Plan.

While the LCAP provides the opportunity to transparently provide the stakeholder community details regarding SCOE's actions and expenditures to support pupil outcomes and overall performance, it also surfaces challenges relative to the tracking of outcomes of the students whom we serve. Student mobility between California Basic Educational Data System (CBEDS) and day of testing yields a low percentage of valid standardized assessment 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

Juvenile Court and Community Schools Program
Local Control Accountability Plan
2016-2017



Demographics



154

Students

Academic Achievement

Educational Transition

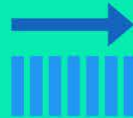
Implementation of State Standards
Professional Development
Project-based learning
Instructional technology
Reduced class size
Assessment and progress monitoring



\$322,038.

4 Goals

Education Transition services
Follow up case management
Tracking re-enrollment in home school
Review of Individual Learning Plans
Strengthened in-take process
Increased transition support for foster youth



\$335,256.

Career exploration
Financial literacy
Preparing for the workplace
Success in the workplace
Digital citizenship



\$65,393.



Attendance/Chronic absence tracking
Positive Behavior Intervention Support

Career Readiness

Social Emotional Support

Investment

\$

\$722,687.



Introduction:

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LCAP Year: 2016-2017**

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 school site, 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
<p>The stakeholder engagement process began in early December of 2015. Ten stakeholder engagement meetings took place during the 2015-2016 school year. This included meetings with parents and students, as well as facilitated opportunities for all Solano County Office of Education 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, Public Employees Union Local 1. We engaged in stakeholder input meetings with Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children’s Services School students, staff, parents, and non-custodial parents. We also met with the representatives from the Student Services Department of each school district in the context of the countywide Student Services Representatives Council. This council meets monthly to discuss issues related to child welfare and attendance and is also the body that develops and annually updates the Countywide Plan for Expelled Students.</p> <p>In addition, we met with the members of the Foster Youth Education Planning Team which includes foster youth advocacy representatives from the following partner agencies:</p> <p><u>County Partners:</u> Solano County Juvenile Court System Solano County Board of Supervisors</p> <p><u>Placing Agencies:</u> Solano County Department of Health and Social Services - Child Welfare Services Solano County Probation Department</p>	<p>Input gathered during the stakeholder engagement process contributed to the development of and informed 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 Solano County Office of Education relative to redirection of resources to support the needs of all students including English learners, socioeconomically 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.</p> <p>The four major goal areas that stakeholders have identified that Solano County Office of Education should continue to focus on relative to the Juvenile Court and Community Schools programs are:</p> <ol style="list-style-type: none"> 1. Improve the instructional program being provided to students 2. Improve the Educational Transition Planning Services being provided to students 3. Increase career readiness services provided to students 4. Improve the social-emotional support services provided to students

Local Education Agencies:

Benicia Unified School District Dixon Unified School District
Fairfield-Suisun Unified School District
Travis Unified School District
Vacaville Unified School District
Vallejo City Unified School District

Educational Partners:

Solano County Special Education Local Plan Area
Vallejo City Unified School District Special Education Local Plan Area Solano
Community College

Community Partners:

Court Appointed Special Advocates of Solano County
Solano County Foster Parent Association
Foster A Dream
First Place for Youth - Independent Living Skills Program
Stahnke & Associates
Child Welfare Services
Ombudsman
Aldea Treatment
Foster Care Mary's Help
Mile High Group Home
County Counsel
Public Defenders Office of Solano County
Solano County Department of Health and Social Services – Mental Health
Division

The parents that participated in the stakeholder engagement process included parents of English learner students and foster youth.

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 Solano County Office of Education relative to redirection of resources to support the needs of all students including English learners, socioeconomically disadvantaged youth, and foster youth.

The stakeholder engagement process has served to confirm ongoing focus on the four major goal areas and actions identified in the initial LCAP development process.

The stakeholder engagement process was conducted from December 2015 to March of 2016. Five specific stakeholder engagement meetings specifically included students of each of our Juvenile Court and Community Schools 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 by 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, Juvenile Court and Community Schools 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 available in English and in Spanish.

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

Date/Time	Location	Target Group	Meeting
December 1, 2015 1:00 PM–2:00 PM	Golden Hills Community School	Golden Hills Parents and Students	School Site Council and Parent Focus Group
December 3, 2015 1:00 PM-2:00 PM	Juvenile Detention Facility (JDF)	Solano County Office of Education (SCOE), and JDF Staff and Students	JDF School Site Council
December 8, 2015 1:30 PM–2:30 PM	Division of Unaccompanied Children’s Services (DUCS) School	SCOE and DUCS Staff and Students	DUCS School Site Council
December 16, 2015 1:30 PM–3:30 PM	Golden Hills Community School	Solano District Homeless and Foster Youth Liaisons	District Education Liaison Meeting
January 7, 2016 1:00 PM–3:00 PM	Golden Hills School	SCOE Bargaining Unit Representatives and SCOE Staff	Consultation with Bargaining Unit Representatives
February 1, 2016 11:00 AM–12:00 PM	SCOE	SCOE Management Advisory Council (MAC)	MAC Meeting
February 8, 2016 11:45 AM–1:15 PM	Solano Government Center	Foster Youth Advocates	Foster Youth Education Planning Team
February 18, 2016 5:00 PM–6:30 PM	Golden Hills Community School	Staff, Parents and Students	Parent Advisory Meeting
March 10, 2016 5:00 PM– 6:30 PM	Golden Hills Community School	Staff, Parents and Students	Parent Advisory Meeting
April 21, 2016 5:00 PM–6:00 PM	Golden Hills Community School	Staff, Parents and Students	Parent Advisory Meeting

<p>The specific actions that were taken to meet statutory requirements for stakeholder engagement pursuant to Ed Codes 52026, 52068 and 47606.5 include a presentation of the LCAP draft prepared for the Solano County Office of Education 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 21, 2016 for review and comment. The Superintendent has responded to any questions that surfaced during the Parent Advisory Committee meeting. It was not required to establish an English Learner Parent Advisory Committee because our Juvenile Court and Community Schools program does not meet the threshold of at least 15% English learners and at least 50 pupils enrolled who are English learners. The required public hearing took place at the regularly scheduled meeting of the County Board of Education on June 8, 2016. The final approval took place in conjunction with the final budget approval at June 22, 2016 County Board of Education meeting.</p>	
<p>Annual Update:</p> <p>During the development of the annual update of the LCAP, data was shared with stakeholders that articulated progress made thus far related to the goals, services, and actions identified last year. Based on this data, input and feedback related to the data was compiled and categorized. Within each major goal area, actions were identified for implementation during the next LCAP three-year cycle. 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 Solano County Office of Education Juvenile Court and Community Schools instructional programs.</p> <p>The following meetings for the annual update were held throughout the stakeholder engagement process:</p>	<p>Annual Update:</p> <p>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 Solano County Office of Education relative to redirection of resources to support the needs of all students including English learners, socioeconomically disadvantaged youth, and foster youth.</p>

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December 8, 2015 1:30 PM–2:30 PM	Division of Unaccompanied Children's Services (DUCS) School	SCOE and DUCS Staff and Students	DUCS School Site Council
December 16, 2015 1:30 PM–3:30 PM	Golden Hills Community School	Solano District Homeless and Foster Youth Liaisons	District Education Liaison Meeting
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April 21, 2016 5:00 PM–6:00 PM	Golden Hills School	Staff, Parents and Students	Parent Advisory Meeting

During the stakeholder engagement events, there were comments and suggestions provided by parents, staff and students. The following outline the comments/suggestions:

STUDENTS

1. Access to technology
2. Credit recovery
3. Additional academic transition support
4. New Science and History textbooks
5. Additional options for school projects

STAFF

1. Additional academic transition services and communication to teachers
2. Short-term units, hands-on activities for career development due to high student mobility
3. Community college offerings and apprenticeships
4. After school tutoring
5. Ongoing professional development open to all staff

PARENTS

1. Agreed with current actions and services
2. Stay the course

<p>It was not required to establish an English Learner Parent Advisory Committee because our Juvenile Court and Community Schools program does not meet the threshold of at least 15% English learners and at least 50 pupils enrolled who are English learners.</p>	<p><u>PARTNER AGENCIES</u></p> <ol style="list-style-type: none"> 1. In general, partner agencies in agreement with current goals and actions and services 2. Increase communication between partner agencies concerning foster youth 3. Training and placement options for Commercially Sexually Exploited Children and homeless youth 4. Supporting partner agencies with AB 12 outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam <p>The stakeholder engagement process has served to confirm ongoing focus on the four major goal areas and actions identified in the initial LCAP development process.</p>
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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, school site level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site 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 school sites 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	#1 Improve the instructional program being provided to students.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 __ 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 <u>X</u> COE only: 9 __ 10 __ Local : Specify _____
Identified Need :	<p>There is a need to provide students with intensive academic instruction and intervention. Metrics used to identify need include analysis of stakeholder input.</p> <p>In addition, analysis of:</p> <p>Basic services including teacher assignments, student access to standards aligned instructional materials, and results of annual facilities inspection.</p> <ul style="list-style-type: none"> -Implementation of California Common Core State Standards for all students including English learner students, foster youth, socioeconomically disadvantaged students, and significant subgroups. Analysis of student achievement data including results of assessments administered upon registration in the Juvenile Court and Community Schools programs. -English learner students’ progress on attaining English language proficiency based on California English Language Development Test is limited in the majority of the Juvenile Court and Community Schools programs due to student mobility and the fact that Solano County Office of Education rarely receives more than two students enrolled for longer than one year. The need identified is specific to one school and is referenced in the Data Dashboard Appendix. -We reviewed the Renaissance STAR data and monthly Renaissance STAR data as a local benchmark assessment measure. -To gauge progress of all students toward meeting graduation requirements, we also analyzed passage rates of the California High School Exit Exam in Year 1. However, in Years 2 and 3, the California High School Exit Exam will not be available as it has been suspended. -The Early Assessment Program and Advanced Placement Exam results embedded in the Smarter Balance Assessments Consortium results for English Language Arts and Mathematics. -Student access and enrollment in a broad course of study that assists students with credit recovery via the on-site programs or the Distance Learning Program. - Student access to programs and services that assist students with exceptional needs. <p>*Note: Academic Performance Index data is no longer available in the current year as it has been suspended.</p> <p>**Note: Middle and high school dropout rates and student expulsion rates are not applicable to the Juvenile Court and Community Schools context.</p> <p>***Note: Advanced Placement Exams are not administered and are inconsistent with the mission of the school.</p>	

	<p>****Note: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or 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 Juvenile Court and Community Schools context.</p> <p>****All data related to expected annual measurable outcomes are referenced in the Data Dashboard Appendix.</p>	
Goal Applies to:	Schools:	All schools in the Juvenile Court and Community Schools system
	Applicable Pupil Subgroups:	All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically disadvantaged students, and students with disabilities.
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:	<p>Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated.</p> <ul style="list-style-type: none"> • The percentage of students that perform at Level 3 and above on the Smarter Balance Assessments Consortium in the areas of English Language Arts and Mathematics will increase 1% over baseline. • The percentage of students enrolled in Juvenile Court and Community Schools programs 90 days or more demonstrating a .50 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in English Language Arts and Mathematics as measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 10% over baseline referenced in the data dashboard in the Data Dashboard Appendix. • The percentage of all students enrolled in Juvenile Court and Community Schools programs or more demonstrating a 50 point or greater scaled score increase in English Language Arts and Math, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 10% over baseline referenced in the data dashboard in the Data Dashboard Appendix. • The percentage of parents who on the LCAP Parent Input Survey report that their child receives extra help when he/she is struggling academically will increase by 5% over baseline. This data from this effort will inform ongoing decision making for ongoing program development for Solano County Office of Education. • The percentage of students who on the LCAP Student Survey report that they receive extra help when they are struggling academically will increase by 5% over baseline. <p>*Note: Academic Performance Index data is no longer available in the current year as it has been suspended.</p> <p>**Note: Middle and high school dropout rates and student expulsion rates are not applicable to the Juvenile Court and Community Schools context.</p>	

***Note: Advanced Placement Exams are not administered and are inconsistent with the mission of the school.

****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 Juvenile Court and Community Schools context.

*****All data related to expected annual measureable outcomes are referenced in the **Data Dashboard Appendix**.

***** The Early Assessment Program and Advanced Placement Exam results re embedded in the Smarter Balance Assessments Consortium results for English Language Arts and Mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Teachers will implement California Common Core State Standards English Language Arts/English Language Development and Mathematics in the Juvenile Court and Community Schools Provide all Juvenile Court and Community Schools staff including teachers, paraprofessionals and administrators professional development related to ongoing instructional program improvement Provide Juvenile Court and Community Schools teachers and administrators instructional coaching support Support the development and implementation of Project-Based Learning Develop a model for providing Juvenile Court and Community Schools students to lab classes via the use of instructional technology Develop a Juvenile Court and Community Schools instructional program with the walkthrough, feedback, and monitoring system Implement an electronic Juvenile Court and Community Schools student achievement and 	Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children’s Services School	<p><u> X </u> ALL</p> <hr/> OR: <p><u> </u> Low Income pupils</p> <p><u> X </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> X </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify) _____</p>	<p>Program Manager - FTE = 1.20</p> <p>General Fund (Fund 01) Unrestricted (Resource 0000)</p> <p>Certificated Salaries (Major Object 1000) = <u>\$121,153</u></p> <p>Employee Benefits (Major Object 3000) = <u>\$34,338</u></p> <p>Materials & Supplies (Major Object 4000) = <u>\$1,750</u></p> <p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$29,265</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$17,998</u></p> <p>Total \$204,504</p>

<p>assessment monitoring system for English learners: strengthen the instructional delivery and monitoring system for English Language Development instruction</p> <ul style="list-style-type: none"> • For English learners: Strengthen English learners progress monitoring system • For redesignated fluent English proficient pupils: Strengthen English learners’ reclassification system • For redesignated fluent English proficient students: Strengthen English learners progress monitoring system • Odysseyware online credit recovery system • 1.20 Full-time equivalent (FTE) of the Program Managers to support all activities related to identified actions and services. Program Manager Assessment/ Accountability and Program Manager Alternative Education 			
<ul style="list-style-type: none"> • Continue to provide Juvenile Court and Community Schools teachers and administrators professional development related to ongoing instructional program improvement • Continue to provide Juvenile Court and Community Schools teachers and administrators instructional coaching support • Continue to support the Juvenile Court and Community Schools instructional program with the walkthrough, feedback, and monitoring system 	<p>Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children’s Services School</p>	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>No cost</p>
<ul style="list-style-type: none"> • Provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit 	<p>Schoolwide at all Juvenile Court and Community</p>	<p><u> X </u> ALL OR:</p>	<p>Teacher - FTE = 1 & Paraeducator - FTE =0.71 General Fund (Fund 01) Unrestricted (Resource 0000)</p>

<ul style="list-style-type: none"> 1 Full-time equivalent (FTE) of the Teacher + 0.714 of the Paraeducator to implement all classroom activities 	Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children’s Services School	__ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) <hr/>	Certificated Salaries (Major Object 1000) = <u>\$62,794</u> Classified Salaries (Major Object 2000) = <u>\$17,469</u> Employee Benefits (Major Object 3000) = <u>\$26,177</u> Materials & Supplies (Major Object 4000) = <u>\$750</u> Indirect Costs (Major Object 7000) = <u>\$10,344</u> Total \$117,534
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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Increased rigor and relevance of the instructional program as evidenced by improved student achievement and engagement based on the metrics indicated.</p> <ul style="list-style-type: none"> The percentage of students that perform at Level 3 and above on the Smarter Balance Assessments Consortium in the areas of English Language Arts and Mathematics will increase 1% over Year 1. The percentage of students enrolled in Juvenile Court and Community Schools programs 90 days or more demonstrating a .5 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in English Language Arts and Mathematics as measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 15% over Year 1 referenced in the data dashboard in the Data Dashboard Appendix. The percentage of all students enrolled in Juvenile Court and Community Schools programs or more demonstrating a 50 point or greater scaled score increase in English Language Arts and Math, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 15% over Year 1 referenced in the data dashboard in the Data Dashboard Appendix.
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- 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 Solano County Office of Education.
- 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.

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

**Note: Middle and high school dropout rates and student expulsion rates are not applicable to the Juvenile Court and Community Schools context.

***Note: Advanced Placement Exams are not administered and are inconsistent with the mission of the school.

****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 Juvenile Court and Community Schools 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
<ul style="list-style-type: none"> • Teachers continue to implement California Common Core State Standards English Language Arts/English Language Development and Mathematics in the Juvenile Court and Community Schools • Continue to provide Juvenile Court and Community Schools teachers and administrators professional development related to ongoing instructional program improvement • Continue to provide Juvenile Court and Community Schools teachers and administrators instructional coaching support • Continue to support the development and implementation of Project-Based Learning 	Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School Golden Hills Community School, and Division of Unaccompanied Children’s Services School	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify) _____	Program Manager - FTE= 1.20 General Fund (Fund 01) Unrestricted (Resource 0000) Certificated Salaries (Major Object 1000) = <u>\$123,300</u> Employee Benefits (Major Object 3000) = <u>\$37,087</u> Materials & Supplies (Major Object 4000) = <u>\$1,750</u> Services & Other Operating Expenditures (Major Object 5000) = <u>\$29,265</u>

<ul style="list-style-type: none"> • Continue to provide support for teachers with the implementation lab classes via the use of instructional technology • Continue to provide support for teachers as they implement an electronic Juvenile Court and Community Schools student achievement and assessment monitoring system for English learners: Strengthen the instructional delivery and monitoring system for English Language Development instruction • For English learners: Continue to support the implementation of the English learners progress monitoring system • For redesignated fluent English proficient pupils: Continue to support the implementation of the English learners' reclassification system • For redesignated fluent English proficient students: Continue to support the implementation of the English learners progress monitoring system • 1.2 Full-time equivalent (FTE) of the Program Managers to support all activities related to identified actions and services. Program Manager Assessment/ Accountability and Program Manager Alternative Education 			<p>Indirect Costs (Major Object 7000) = <u>\$18,470</u></p> <p>Total \$209,872</p>
<ul style="list-style-type: none"> • Continue to provide Juvenile Court and Community Schools teachers and administrators professional development related to ongoing instructional program improvement • Continue to provide Juvenile Court and Community Schools teachers and administrators instructional coaching support 	<p>Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School,</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	<p>No cost</p>

<ul style="list-style-type: none"> Continue to support the Juvenile Court and Community Schools instructional program with the walkthrough, feedback, and monitoring system 	and Division of Unaccompanied Children's Services School	___ Other Subgroups: (Specify) _____	
<ul style="list-style-type: none"> Continue to provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit 1 Full-time equivalent (FTE) of the Teacher + .714 FTE of the Paraeducator to implement all classroom activities 	Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children's Services School	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher - FTE = 1 & Paraeducator - FTE =0.71 General Fund (Fund 01) Unrestricted (Resource 0000) Certificated Salaries (Major Object 1000) = <u>\$64,969</u> Classified Salaries (Major Object 2000) = <u>\$18,342</u> Employee Benefits (Major Object 3000) = <u>\$28,265</u> Materials & Supplies (Major Object 4000) = <u>\$750</u> Indirect Costs (Major Object 7000) = <u>\$10,839</u> Total \$123,165

LCAP Year 3: 2018-2019

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. <ul style="list-style-type: none"> The percentage of students that perform at Level 3 and above on the Smarter Balance Assessments Consortium in the areas of English Language Arts and Mathematics will increase 1% over Year 2. The percentage of students enrolled in Juvenile Court and Community Schools programs 90 days or more demonstrating a .5 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in English Language Arts and Mathematics
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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**.

- The percentage of all students enrolled in Juvenile Court and Community Schools programs or more demonstrating a 50 point or greater scaled score increase in English Language Arts 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**.
- 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 Solano County Office of Education.
- 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.

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

**Note: Middle and high school dropout rates and student expulsion rates are not applicable to the Juvenile Court and Community Schools context.

***Note: Advanced Placement Exams are not administered and are inconsistent with the mission of the school.

****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 Juvenile Court and Community Schools 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
<ul style="list-style-type: none"> • Teachers continue to implement California Common Core State Standards English Language Arts/English Language Development and Mathematics in the Juvenile Court and Community Schools • Continue to provide Juvenile Court and Community Schools teachers and administrators professional development related to ongoing instructional 	Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School,	Pupils to be served within identified scope of service <u>X</u> ALL OR: ___ Low Income pupils <u>X</u> English Learners ___ Foster Youth <u>X</u> Redesignated fluent English proficient	Program Manager - FTE= 1.20 General Fund (Fund 01) Unrestricted (Resource 0000) Certificated Salaries (Major Object 1000) = <u>\$125,448</u> Employee Benefits (Major Object 3000) = <u>\$39,881</u>

<ul style="list-style-type: none"> program improvement • Continue to provide Juvenile Court and Community Schools teachers and administrators instructional coaching support • Continue to support the development and implementation of Project-Based Learning • Continue to provide support for teachers with the implementation lab classes via the use of instructional technology • Continue to provide support for teachers as they implement an electronic Juvenile Court and Community Schools student achievement and assessment monitoring system for English learners: Strengthen the instructional delivery and monitoring system for English Language Development instruction • For English learners: Continue to support the implementation of the English learners progress monitoring system for redesignated fluent English proficient pupils: Continue to support the implementation of the English learners' reclassification system • For redesignated fluent English proficient students: Continue to support the implementation of the English learners progress monitoring system • 1.2 Full-time equivalent (FTE) of the Program Managers to support all activities related to identified actions and services. Program Manager Assessment/ Accountability and Program Manager Alternative Education 	<p>and Division of Unaccompanied Children's Services School</p>	<p>___ Other Subgroups: (Specify) _____</p>	<p>Materials & Supplies (Major Object 4000) = <u>\$1,750</u></p> <p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$29,265</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$18,947</u></p> <p>Total \$215,291</p>
<ul style="list-style-type: none"> • Continue to provide Juvenile Court and Community 		<p><u>X</u> ALL</p>	<p>No cost</p>

<p>Schools teachers and administrators professional development related to ongoing instructional program improvement</p> <ul style="list-style-type: none"> • Continue to provide Juvenile Court and Community Schools teachers and administrators instructional coaching support • Continue to support the Juvenile Court and Community Schools instructional program with the walkthrough, feedback, and monitoring system 	<p>Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children's Services School</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<ul style="list-style-type: none"> • Continue to provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit • 1 Full-time equivalent (FTE) of the Teacher + .714 FTE of the Paraeducator to implement all classroom activities 	<p>Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children's Services School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Teacher - FTE = 1 & Paraeducator - FTE =0.71 General Fund (Fund 01) Unrestricted (Resource 0000)</p> <p>Certificated Salaries (Major Object 1000) = <u>\$67,144</u></p> <p>Classified Salaries (Major Object 2000) = <u>\$19,260</u></p> <p>Employee Benefits (Major Object 3000) = <u>\$31,560</u></p> <p>Materials & Supplies (Major Object 4000) = <u>\$750</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$11,456</u></p> <p>Total \$130,170</p>

GOAL:	#2 Increase the Educational Transition Planning Services being provided to students.		Related State and/or Local Priorities: 1__ 2__ 3X_ 4__ 5__ 6__ 7__ 8__ COE only: 9_X_ 10_X_ Local : Specify _____
Identified Need :	<p>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.</p> <p>In addition, analysis of:</p> <ul style="list-style-type: none"> -The Countywide Plan for Expelled Youth, services being provided to foster youth throughout the County. -Efforts to seek parent input in making decisions for each school site, promote parental participation in our programs for targeted students and promote parent participation in our programs and services for our students with exceptional needs. - This goal will address how we will coordinate services for foster youth including working with Child Welfare Services to minimize changes in school placement, providing information to Child Welfare Agency as appropriate, responding to requests from juvenile court and supporting efficient expeditious transfer of appropriate records of foster youth. 		
Goal Applies to:	Schools:	All schools in the Juvenile Court and Community Schools system	
	Applicable Pupil Subgroups:	All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically disadvantaged students and students with disabilities.	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	<p>Improved Educational Transition Planning Services for students the Juvenile Court and Community Schools programs as evidenced by the LCAP Student Survey and Parent Survey results and the Student Support Specialist case management logs.</p> <ul style="list-style-type: none"> • The percentage of students who report that the school prepares them for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) will increase by 5% from baseline. • The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the individual learning plans will increase by 5% from baseline. • The percentage of parents who report that the school prepares their student for a successful transition to their next milestone (e.g. transition to high school of residence, college, workplace, or other) will increase by 5% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for Solano County Office of Education. 		

- The percentage of parents who report that the school involves them in the development of their student’s individual learning plan will increase by 5% from baseline. This data from this effort will inform ongoing decision making for ongoing program development for Solano County Office of Education and efforts to promote parental participation.
- The percentage of students who are provided Transition Education Services will increase by 1% over baseline 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 Countywide Plan for Expelled Students	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	No Cost
<ul style="list-style-type: none"> • Continue to provide Educational Transition Planning Services that support transition and follow up case management of students transitioning from Community School • Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from Juvenile Detention Facility School and are aligned with a student's individual learning plan • Track number of days between release from Juvenile Detention Facility and enrollment in their home school. • Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review 	Schoolwide at Juvenile Detention Facility School, Golden Hills Community School *Division of Unaccompanied Children’s Services School provides their own Educational. Transition Planning Services	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Student Support Specialist – FTE= 2.95 Classified Salaries (Major Object 2000) = <u>\$212,607</u> Employee Benefits (Major Object 3000) = <u>\$79,854</u> Materials & Supplies (Major Object 4000) = <u>\$500</u> Services & Other Operating Expenditures

<p>and revise the student’s individual learning plan as appropriate.</p> <ul style="list-style-type: none"> • Continue to strengthen the in-take process at the Juvenile Detention Facility School. • 2.95 Full-time equivalent of the Student Support Specialists to implement all activities related to identified actions and services 			<p>(Major Object 5000) = <u>\$12,790</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$29,505</u></p> <p>Total \$335,256</p>
<p>We will increase the transition support to foster youth in Solano County by:</p> <ol style="list-style-type: none"> 1. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team 2. AB 12 (recently passed legislation which retroactively eliminates the California High School Exit Exam requirement for graduation) outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam 3. Increase trainings and technical assistance to districts and Child Welfare Services 4. 0.5 Full-time equivalent of the Student Support Specialist to support these actions and services 	<p>Countywide</p>	<p><u> </u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> X </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>No cost</p>

LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Improved Educational Transition Planning Services for students the Juvenile Court and Community Schools programs as evidenced by the LCAP Student Survey and Parent Survey results and the Student Support Specialist case management logs.</p> <ul style="list-style-type: none"> • 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.
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- 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.
- 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 1. This data from this effort will inform ongoing decision making for ongoing program development for Solano County Office of Education.
- 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 1. This data from this effort will inform ongoing decision making for ongoing program development for Solano County Office of Education and promotion of parental participation.
- The percentage of students who are provided Educational Transition Planning 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 Countywide Plan for Expelled Students	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
<ul style="list-style-type: none"> • Continue to provide Educational Transition Planning Services that support transition and follow up case management of students transitioning from Community School • Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from Juvenile Detention Facility School and are aligned with a student's individual learning plan 	Schoolwide at Juvenile Detention Facility School, Golden Hills Community School *Division of Unaccompanied Children’s Services	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Student Support Specialist FTE= 2.95 Classified Salaries (Major Object 2000) = <u>\$224,125</u> Employee Benefits (Major Object 3000) = <u>\$86,302</u>

<ul style="list-style-type: none"> • Track number of days between release from Juvenile Detention Facility and enrollment in their home school • Continue to strengthen the development and monitoring of individual learning plan for each student at Community School and Juvenile Detention Facility by implementing a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the individual’s individual learning plan as appropriate • Continue to fully implement and strengthened in-take process at the Juvenile Detention Facility school • 2.95 Full-time equivalent (FTE) of the Student Support Specialists to implement all activities related to identified actions and services 	<p>School provides their own Educational Transition Planning Services</p>	<div style="border: 1px dashed black; height: 400px; width: 100%;"></div>	<p>Materials & Supplies (Major Object 4000) = <u>\$500</u></p> <p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$12,790</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$31,239</u></p> <p>Total \$354,956</p>
<p>We will increase the transition support to foster youth in Solano County by:</p> <ol style="list-style-type: none"> 1. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team 2. AB 12 (recently passed legislation which retroactively eliminates the California High School Exit Exam requirement for graduation) outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam 	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost</p>

- 3. Increase trainings and technical assistance to districts and Child Welfare Services
- 4. 0.5 Full-time equivalent (FTE) of the Student Support Specialist to support these actions and services

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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

Improved Educational Transition Planning Services for students the Juvenile Court and Community Schools programs as evidenced by the LCAP Student Survey and Parent Survey results and the Student Support Specialist case management logs.

- 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.
- The percentage of students who report that the school involves them in the development, review and ongoing monitoring of the individual learning plans will increase by 5% from Year 2.
- 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 Solano County Office of Education.
- 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 Solano County Office of Education and promotion of parental participation.
- The percentage of students who are provided Educational Transition Planning 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 Countywide Plan for Expelled Students	Countywide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	No cost

<ul style="list-style-type: none"> • Continue to provide Educational Transition Planning Services that support transition and follow up case management of students transitioning from Community School • Continue to strengthen the Educational Transition Planning Services that supports transition and follow up case management of students transitioning from Juvenile Detention Facility School and are aligned with a student's individual learning plan • Track number of days between release from Juvenile Detention Facility and enrollment in their home school • Continue to strengthen the development and monitoring of individual learning plan for each student at Community School and Juvenile Detention Facility School by implementing a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the individual's individual learning plan as appropriate • Continue to fully implement and strengthened in-take process at the Juvenile Detention Facility School • 2.95 Full-time equivalent of the Student Support Specialists to implement all activities related to identified actions and services 	<p>Schoolwide at Juvenile Detention Facility School and Golden Hills Community School</p> <p>*Division of Unaccompanied Children's Services School provides their own Educational. Transition Planning Services</p>	<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Student Support Specialist FTE= 2.95</p> <p>Classified Salaries (Major Object 2000) = <u>\$235,302</u></p> <p>Employee Benefits (Major Object 3000) = <u>\$92,831</u></p> <p>Materials & Supplies (Major Object 4000) = <u>\$500</u></p> <p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$12,790</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$32,947</u></p> <p>Total \$374,370</p>
	Countywide	<input type="checkbox"/> ALL	No cost

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

1. Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team
2. AB 12 (recently passed legislation which retroactively eliminates the California High School Exit Exam requirement for graduation) outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam
3. Increase trainings and technical assistance to districts and Child Welfare Services
4. 0.5 Full-time equivalent (FTE) of the Student Support Specialist to support these actions and services

OR:

- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other Subgroups: (Specify) _____

GOAL:	#3 Increase career readiness services provided to students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <u>X</u> 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	There is a need to provide students with services that promote career readiness. Metrics used to identify need include analysis of stakeholder input. In addition, analysis of: -Student access and enrollment in Career Technical Education and workforce development programs and services		
Goal Applies to:	Schools:	All schools in the Juvenile Court and Community Schools system	
	Applicable Pupil Subgroups:	All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically disadvantaged students and students with disabilities.	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	Increased level of career readiness skills services provided to all students including unduplicated pupils and students with disabilities. <ul style="list-style-type: none"> • 100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement. • 100% of all students will participate in job shadow/industry speaker activities with local employers. • 100% of all students will participate in financial literacy workshops covering budgeting, credit and savings and investments. • Increase the number of student testing for the California Food Handlers Certification by 5% over baseline. • The percentage of students who report that the school effectively provides them with career readiness workshops will increase by 3% as measured by the LCAP Student Survey from baseline. • The percentage of students who report that the career readiness workshops demonstrate a connection to their real life will increase by 3% as measured by the LCAP Student Survey from baseline. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Continue to expand career exploration instruction for students in Juvenile Court and Community Schools programs including California Career Zone, Road Trip Nation, and 	Schoolwide at all Juvenile Court and Community Schools: Juvenile	<u>X</u> ALL OR: __ Low Income pupils __ English Learners	Vocational Specialist FTE= 0.80

<p>Junior Achievement</p> <ul style="list-style-type: none"> • Continue to expand financial literacy instruction for students in Juvenile Court and Community Schools programs including budgeting, credit, and savings and investments • Continue to expand “Preparing for the Workplace” themed and technology integrated instruction for students in the Juvenile Court and Community Schools including an on-line web based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding • Continue to expand "Success in the Workplace" themed instruction for students in the Juvenile Court and Community Schools including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety • 0.8 Full-time equivalent of the Vocational Specialist to implement all activities related to identified actions and services 	<p>Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children’s Services School</p>	<p>__ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>Classified Salaries (Major Object 2000) = <u>\$39,326</u></p> <p>Employee Benefits (Major Object 3000) = <u>\$17,397</u></p> <p>Materials & Supplies (Major Object 4000) = <u>\$500</u></p> <p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$2,415</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$5,755</u></p> <p>Total \$65,393</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased level of career readiness skills services provided to all students including unduplicated pupils and students with disabilities.</p> <ul style="list-style-type: none"> • 100% of all students will continue to explore career options using California Career Zone, Road Trip Nation, and Junior Achievement. • 100% of all students will continue to participate in job shadow/industry speaker activities with local employers. • 100% of all students will continue to participate in financial literacy workshops covering budgeting, credit and savings and investments. • Increase the number of student testing for the California Food Handlers Certification by 5% over Year 1.
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- 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.
- 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
<ul style="list-style-type: none"> • Continue to expand and further strengthen career exploration instruction for students in Juvenile Court and Community Schools programs including California Career Zone, Road Trip Nation, and Junior Achievement • Continue to expand and further strengthen financial literacy instruction for students in Juvenile Court and Community Schools programs including budgeting, credit, and savings and investments • Continue to expand and further strengthen "Preparing for the Workplace" themed and technology integrated instruction for students in the Juvenile Court and Community Schools including an on-line web-based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding • Continue to expand and further strengthen "Success in the Workplace" themed instruction for students in the Juvenile Court and Community Schools including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety 	Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children's Services School	<p><u>X</u> ALL</p> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>Vocational Specialist FTE= 0.80</p> <p>Classified Salaries (Major Object 2000) = <u>\$39,326</u></p> <p>Employee Benefits (Major Object 3000) = <u>\$18,030</u></p> <p>Materials & Supplies (Major Object 4000) = <u>\$500</u></p> <p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$2,415</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$5,816</u></p> <p>Total \$66,087</p>

- .80 Full-time equivalent (FTE) of the Vocational Specialist to implement all activities related to identified actions and services

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>Increased level of career readiness skills services provided to all students including unduplicated pupils and students with disabilities.</p> <ul style="list-style-type: none"> 100% of all students will continue to explore career options using California Career Zone, Road Trip Nation, and Junior Achievement. 100% of all students will continue to participate in job shadow/industry speaker activities with local employers. 100% of all students will continue to participate in financial literacy workshops covering budgeting, credit and savings and investments. Increase the number of student testing for the California Food Handlers Certification by 5% over Year 2. 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. 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> Continue to expand and further strengthen career exploration instruction for students in Juvenile Court and Community Schools programs including California Career Zone, Road Trip Nation, and Junior Achievement Continue to expand and further strengthen financial literacy instruction for students in Juvenile Court and Community Schools programs including budgeting, credit, and savings and investments Continue to expand and further strengthen "Preparing for the Workplace" themed and technology integrated instruction for students in 	Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children's Services	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	Vocational Specialist FTE= 0.80 Classified Salaries (Major Object 2000) = <u>\$39,326</u> Employee Benefits (Major Object 3000) = <u>\$18,665</u> Materials & Supplies (Major Object 4000) = <u>\$500</u>

<p>the Juvenile Court and Community Schools including an on-line web-based program to learn and practice keyboarding skills, basic computer concepts, and Microsoft Word and coding</p> <ul style="list-style-type: none"> • Continue to expand and further strengthen "Success in the Workplace" themed instruction for students in the Juvenile Court and Community Schools including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety • 0.8 Full-time equivalent of the Vocational Specialist to implement all activities related to identified actions and services 			<p>Services & Other Operating Expenditures (Major Object 5000) = <u>\$2,415</u></p> <p>Indirect Costs (Major Object 7000) = <u>\$5,877</u></p> <p>Total \$66,783</p>
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GOAL:	#4 Increase social-emotional support services provided to students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10_X Local : Specify _____
Identified Need :	<p>There is a need to provide students with services that promote social-emotional well-being and positive behavior. 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. This goal will address how we will coordinate services for foster youth including working with Child Welfare Services to minimize changes in school placement, providing information to Child Welfare Agency as appropriate, responding to requests from juvenile court and supporting efficient expeditious transfer of appropriate records of foster youth.</p> <p>*Note: Student attendance, chronic absenteeism, and are referenced in the Data Dashboard Appendix.</p> <p>**Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools context. The Juvenile Court and Community Schools do not generate a dropout rated based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.</p> <p>***Note: The students referred to the Juvenile Court and Community Schools have already been expelled or remanded to the Juvenile Detention Facility or Division of Unaccompanied Children’s Services program. They would not be expelled further therefore; this metric is not applicable to the Juvenile Court and Community Schools context.</p>	
Goal Applies to:	Schools:	All schools in the Juvenile Court and Community Schools system
	Applicable Pupil Subgroups:	All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically disadvantaged students and students with disabilities.
LCAP Year 1: 2016-2017		
Expected Annual Measurable Outcomes:	<p>Student engagement and connectedness and positive behavior will improve as measured by the following:</p> <ul style="list-style-type: none"> • The average daily attendance rate for Juvenile Court and Community Schools students will increase by 3% from the baseline. • The suspension rate for Juvenile Court and Community Schools students will decrease by 5% from the baseline. • The chronic absence rate will decrease by 3% from the baseline. • The percentage of students who on the 2013-2014 California Health Kids Survey report that they feel there is a teacher or adult who notices them when they are not there will increase by 5% from the baseline. 	

- The percentage of students who on the 2013-2014 California Health Kids Survey report that they feel safe at school will increase by school will increase by 5% from baseline.
- The percentage of students who on the 2013-2014 California Health Kids Survey report that there is a teacher or adult who really cares about them will increase by 5% from baseline.
- The percentage of students who on the 2013-2014 California Health Kids Survey report that they feel like they are a part of their school will increase by 10% from baseline.
- The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 5% from baseline.
- 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 Solano County Office of Education and promotion of parental participation.

*Note: Students referred to the Juvenile Court and Community Schools are already expelled. Therefore, this metric is not applicable.

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support • Formalize a schoolwide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed • Formalize a home visit program implemented by the Student Support Specialist to support and follow-up with Juvenile Court and Community Schools student attendance tracking system 	Schoolwide at Golden Hills Community School *Note: Juvenile Detention Facility School and Division of Unaccompanied Children’s	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	Included in staffing of Goal #2 Transition Services (\$335,256)

<ul style="list-style-type: none"> • Strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School • Continue to provide professional development to all Juvenile Court and Community Schools staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support • Continue to develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles • 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services part of the 2.95 FTE) 	<p>Services School provide clinician services in their highly structured environments.</p>		
<p>Fully implement a School Attendance Review Board to address student attendance and behavioral issues</p>	<p>Schoolwide at Golden Hills Community School</p> <p>*Note: this is not applicable at Juvenile Detention Facility School or Division of Unaccompanied Children's Services School</p>	<p><input checked="" type="checkbox"/> X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>No cost</p>

<p>We will increase the social- emotional support to foster youth in Solano County by:</p> <ol style="list-style-type: none"> 1. Provide training and professional development opportunities to Increase educator’s knowledge on the social emotional needs of students. professional development trainings will include: Trauma-Informed Care, Resilient Leadership and Restorative Practices 2. Provide training opportunities and coaching to Positive Behavior Intervention and Supports cohorts in Solano County. Positive Behavior Intervention and Supports is an evidenced based approach for establishing a positive whole school social culture that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior for all students 	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>Student engagement and connectedness and positive behavior will improve as measured by the following:</p> <ul style="list-style-type: none"> • The average daily attendance rate for Juvenile Court and Community Schools students will increase by 3% from year 1. • The suspension rate for Juvenile Court and Community Schools students will decrease by 5% from year 1. • The chronic absence rate will decrease by 3% from Year 1. • The percentage of students who on the 2013-2014 California Healthy Kids Survey 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. • The percentage of students who on the 2013-2014 California Healthy Kids Survey report that they feel safe at school will increase by school will increase by 5% from Year 1. • The percentage of students who on the 2013-2014 California Healthy Kids Survey 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 California Healthy Kids Survey report that they feel like they are a part of their school will increase by 10% from Year 1.
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- 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 Solano County Office of Education and promotion of parental participation.

*Note: Students referred to the Juvenile Court and Community Schools are already expelled. Therefore, this metric is not applicable.

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ul style="list-style-type: none"> • Continue to provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support • Continue to fully implement a school wide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed • Continue to fully implement the home visit program implemented by the Student Support Specialist to support and follow-up Juvenile Court and Community Schools student attendance tracking system • Continue to strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School. • Continue to provide professional development to all Juvenile Court and Community Schools staff 	<p>Schoolwide at the Golden Hills Community School</p> <p>*note: Juvenile Detention Facility School and Division of Unaccompanied Children’s Services Schools provide clinician services in their high structured environments</p>	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils</p> <p><u> </u> English Learners</p> <p><u> </u> Foster Youth</p> <p><u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups:(Specify) _____</p>	<p>Included in staffing of Goal #2 Transition Services (\$354,956)</p>

<p>including administrators, teachers, para professionals and student support specialists related to Trauma-Informed Care and Support</p> <ul style="list-style-type: none"> • Continue to develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles • 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services- part of the 2.95 FTE) 			
<p>Fully implement and continue to evaluate the effectiveness of the School Attendance Review Board to address student attendance and behavioral issues</p>	<p>Schoolwide at Golden Hills Community School.</p> <p>*Note: this is not applicable at Juvenile Detention Facility School and Division of Unaccompanied Children's Services School</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost</p>
<p>LCAP Year 3: 2018-2019</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Student engagement and connectedness and positive behavior will improve as measured by the following:</p> <ul style="list-style-type: none"> • The average daily attendance rate for Juvenile Court and Community Schools students will increase by 3% from year 2. • The suspension rate for Juvenile Court and Community Schools students will decrease by 5% from year 2. • The chronic absence rate will decrease by 3% from Year 2. 		

- The percentage of students who on the 2013-2014 California Healthy Kids Survey 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.
- The percentage of students who on the 2013-2014 California Healthy Kids Survey report that they feel safe at school will increase by school will increase by 5% from Year 2.
- The percentage of students who on the 2013-2014 California Healthy Kids Survey report that there is a teacher or adult who really cares about them will increase by 5% from year 2.
- The percentage of students who on the 2013-2014 California Healthy Kids Survey report that they feel like they are a part of their school will increase by 10% from Year 2.
- 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.
- 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 Solano County Office of Education and promotion of parental participation.

*Note: Students referred to the Juvenile Court and Community Schools are already expelled. Therefore, this metric is not applicable.

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	SW at the	<u>X</u> ALL	

<ul style="list-style-type: none"> • Continue to provide Student Support Services to students at Community School with a focus on Trauma-Informed Care and Support • Continue to fully implement a school wide continuum of support to ensure social-emotional and behavioral needs of Community School students are addressed • Continue to fully implement the home visit program implemented by the Student Support Specialist to support and follow-up with Juvenile Court and Community Schools student attendance tracking system • Continue to strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School • Continue to provide professional development to all Juvenile Court and Community Schools staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support • Continue to develop and implement a Schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles • 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services- part of the 2.95 FTE) 	<p>Golden Hills Community School</p> <p>*Note: Juvenile Detention Facility School and Division of Unaccompanied Children’s Services School provide clinician services in their high structured environments</p>	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Included in staffing of Goal #2 Transition Services (\$374,370)</p>
<p>Fully implement and continue to evaluate the effectiveness of the School Attendance Review Board to address student attendance and behavioral issues</p>	<p>Schoolwide at Golden Hills Community School.</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	<p>No cost</p>

	<p>*Note: this is not applicable at Juvenile Detention Facility School and Division of Unaccompanied Children's Services School</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>We will increase the social-emotional support to foster youth in Solano County by:</p> <ol style="list-style-type: none"> 1. Provide training and professional development opportunities to Increase educator's knowledge on the social emotional needs of students. Professional development trainings will include: Trauma-Informed Care, Resilient Leadership, and Restorative Practices 2. Provide training opportunities and coaching to Positive Behavior Intervention and Supports cohorts in Solano County. PBIS is an evidenced based approach for establishing a positive whole school social culture that involves systemic and individualized behavior support strategies for achieving social and learning outcomes while preventing problem behavior for all students 	<p>Countywide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost</p>

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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	#1 Improve the instructional program being provided to students.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10 <u>X</u> Local : Specify _____
Goal Applies to:	Schools: All schools in the Juvenile Court and Community Schools system Applicable Pupil Subgroups: All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically 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. 1. The percentage of students that perform at Level 3 and above on the Smarter Balance Assessments Consortium in the areas of English Language Arts and Mathematics will increase 1% over the baseline established in 2014-2015. 2. The percentage of students enrolled in Juvenile Court and Community Schools programs 90 days or more demonstrating a .5 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in English Language Arts and Mathematics measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 5% over the baseline referenced in the Data Dashboard Appendix . 3. The percentage of all students enrolled in Juvenile Court and Community Schools programs for 90 days or more demonstrating a 50 point or greater scaled score increase in English Language Arts and Math, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 5%	Actual Annual Measurable Outcomes: 1. The data is not yet available. 2. Golden Hills Community School <ul style="list-style-type: none"> The 2014-2015 baseline for reading was 53% for Reading and actual was 40% - goal not met The 2014-2015 baseline for Math 63% and actual was 38% - goal not met Juvenile Detention Facility School <ul style="list-style-type: none"> English baseline 40%, actual 48 - goal met Math baseline 40%, actual 35% - goal not met Division of Unaccompanied Children’s Services School <ul style="list-style-type: none"> No baseline data in Reading for Division of Unaccompanied Children’s Services School due to short duration of stay for baseline, 1 student this year has met the 90-day threshold for placement - goal met with 100% No baseline data in Math for Division of Unaccompanied Children’s Services School due to short duration of stay for baseline, 1 student this year has met the 90-day threshold for placement - goal met with 100% 3. Golden Hills Community School

over baseline referenced in the **Data Dashboard Appendix**.

4. 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 SCOE.
5. 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.
6. 100% of teachers will be fully credentialed in their subject areas as measured by the Human Resources audit process.
7. All students will be provided safe and properly maintained school facilities as measured by the Facilities Inspection Tool.
8. 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 Juvenile Court and Community Schools context, will have the opportunity to do so via the on-site programs or the Distance Learning Program.

- Reading baseline 43%, actual 48%- goal met
 - Math baseline 45%, actual 28%- goal not met Juvenile Detention Facility School
 - Reading baseline 38%, actual 48% - goal met
 - Math baseline 25%, actual 26%- goal not met Division of Unaccompanied Children's Services School
 - No baseline data in Reading for Division of Unaccompanied Children's Services School due to short duration of stay for baseline, 1 student this year has met the 90-day threshold for placement - goal met with 100%
 - No baseline data in Math for Division of Unaccompanied Children's Services School due to short duration of stay for baseline, 1 student this year has met the 90-day threshold for placement - goal met with 100%
4. Parent survey baseline 50%, actual 58% - goal met.
 5. Student survey baseline 59%- established during 2015-2016 is 63% - goal not met.
 6. All teachers are properly credentialed.
 7. The Facilities Inspection Tool demonstrated schools and facilities are all in good repair.
 8. 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 Juvenile Court and Community Schools context, have the opportunity to do so via the on-site programs or the Distance Learning Program.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Teachers implement California Common Core State Standards English Language Arts/English Language Development and Mathematics in the Juvenile Court and Community Schools	Program Manager FTE = 0.90;	1. 100% of teachers are implementing California Common Core State Standards English Language Arts/English Language Development and Mathematics in the Juvenile Court and Community Schools	Program Manager FTE= 0.23;
2. Provide Juvenile Court and Community Schools teachers and administrators professional development related to ongoing instructional program improvement	01-0000-0-1300 Certificated Super & Admin Salaries = \$89,315	2. Teachers were provided Core 6 training on the implementation of ongoing instructional program improvement: Common Core vocabulary and language used 41% of the time, 12.5% Reading Literature/ Reading for Meaning, 8.3% Reading for Information, 12.5% Common Core Writing, 12.5%	01-0000-0-1300 Certificated Super & Admin Salaries = \$22,949
3. Provide Juvenile Court and Community Schools teachers and administrators instructional coaching support	01-0000-0-3000 Employee Benefits = \$22,030	Common Core Speaking and Listening (Circle of Knowledge), 41.7% Math Content Standards, 33.3% Math Practice as evidenced by walk through data	01-0000-0-3000 Employee Benefits = \$5,793
4. Support the development and implementation of Project-Based Learning	Secretary FTE= 0.25;	3. Teachers and administrators were provided with instructional coaching support in the areas of English learners instructional strategies	01-0000-0-5200 Travel and Conferences = \$2,775
5. Develop a model for providing Juvenile Court and Community Schools students to lab classes via the use of instructional technology.	01-0000-0-2400 Clerical, Technical & Other Staff Salaries = \$9,627	4. Teachers were supported with the development and implementation of Project-Based Learning	01-0000-0-7310 Indirect Costs = \$3,350
6. Implement an electronic Juvenile Court and Community Schools student achievement and assessment monitoring system	01-0000-0-3000 Employee Benefits = \$2,683	5. Students have access to lab classes via the use of instructional technology	Total \$34,867
7. For English learners: Strengthen the instructional delivery and monitoring system for English Language Development instruction	01-0000-0-5200		
8. For English learners: Strengthen English learners progress monitoring system			

<p>9. For redesignated fluent English proficient pupils: Strengthen English learners' reclassification system</p> <p>10. For redesignated fluent English proficient students: Strengthen English learners' progress monitoring system</p> <p>11. 0.9 Full-time equivalent (FTE) of the Program Manager to lead all activities related to identified actions and services + 0.25 of clerical staffing to support all activities</p>	<p>Travel and Conferences =\$9,000</p> <p>01-0000-0-7310 Indirect Costs =\$14,101</p> <p>Total \$146,756</p>	<p>6. Implementing an electronic Juvenile Court and Community Schools student achievement and assessment monitoring system for English learners students' needs to continue to be an area of focus as it is not fully developed and implemented</p> <p>7. For English learners: Strengthening the English learners' progress monitoring system was an area of focus and will continue to be a priority in terms of formalizing our practices</p> <p>8. For redesignated Fluent English Proficient pupils: Strengthening the English learners' reclassification system was an area of focus and will continue to be a priority in terms of formalizing our practices</p> <p>9. For redesignated fluent English Proficient students: Strengthening the English learners progress monitoring system was an area of focus and will continue to be a priority in terms of formalizing our practices</p> <p>10. The identified staffing was not used for implementation due to staffing changes. We are in the process of analyzing the staffing needs</p> <p>The trainings provided by the Central Office in regards to Common Core State Standards were essential to the instructional design created in each classroom. Students were provided quality instruction in each area which was evident in their work. The students gained knowledge of</p>	
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		the Common Core State Standards in both English Language Arts and Mathematics which will assist them when they take the California Assessment of Student Performance and Progress in the Spring.	
Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
1. Provide Juvenile Court and Community Schools teachers and administrators professional development related to ongoing instructional program improvement 2. Provide Juvenile Court and Community Schools teachers and administrators instructional coaching support 3. Develop a Juvenile Court and Community Schools instructional program with the walkthrough, feedback, and monitoring system 4. 0.20 Full-time equivalent of the Program Manager to lead all activities related to identified actions and services	Program Manager FTE = 0.20; 01-0000-0-1300 Certificated Super & Admin Salaries = \$21,564 01-0000-0-3000 Employee Benefits = \$2,646 01-0000-0-7300 Indirect Costs = \$2,574 Total \$26,784.	1. All Juvenile Court and Community Schools staff were provided professional development related to ongoing instructional program improvement 2. All Juvenile Court and Community Schools staff were provided instructional coaching support in the area of effective English Language Development strategies. 3. A Juvenile Court and Community Schools instructional program with the walkthrough, feedback, and monitoring system was developed and is being implemented throughout the Juvenile Court and Community Schools system 4. The following staffing was not used for implementation due to staffing changes. We	\$0- Position not filled

		<p>are in the process of analyzing the staffing needs</p> <p>The walkthrough tool that was developed for Juvenile Court and Community Schools staff allowed teachers and administration the opportunity to collaborate on instructional techniques that would benefit students in the Juvenile Court and Community Schools. This had an impact on the quality of student work, both written and oral responses. Student work improved in conjunction with progressive instructional techniques.</p>																																	
<table border="1"> <tr> <td>Scope of service:</td> <td>Schoolwide</td> </tr> <tr> <td colspan="2"><u> X </u> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><u> </u> Low Income pupils</td> </tr> <tr> <td colspan="2"><u> </u> English Learners</td> </tr> <tr> <td colspan="2"><u> </u> Foster Youth</td> </tr> <tr> <td colspan="2"><u> </u> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><u> </u> Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Schoolwide	<u> X </u> ALL		OR:		<u> </u> Low Income pupils		<u> </u> English Learners		<u> </u> Foster Youth		<u> </u> Redesignated fluent English proficient		<u> </u> Other Subgroups:(Specify)_____			<table border="1"> <tr> <td>Scope of service:</td> <td>Schoolwide</td> </tr> <tr> <td colspan="2"><u> X </u> ALL</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2"><u> </u> Low Income pupils</td> </tr> <tr> <td colspan="2"><u> </u> English Learners</td> </tr> <tr> <td colspan="2"><u> </u> Foster Youth</td> </tr> <tr> <td colspan="2"><u> </u> Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2"><u> </u> Other Subgroups:(Specify)_____</td> </tr> </table>	Scope of service:	Schoolwide	<u> X </u> ALL		OR:		<u> </u> Low Income pupils		<u> </u> English Learners		<u> </u> Foster Youth		<u> </u> Redesignated fluent English proficient		<u> </u> Other Subgroups:(Specify)_____		
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<ol style="list-style-type: none"> 1. Provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit 2. 1 Full-time equivalent (FTE) of the Teacher + 0.57 FTE of the Paraeducator to implement all classroom activities 	<p>Teacher FTE = 1;</p> <p>01-0000-0-1100 Teachers' Salaries = \$49,481</p> <p>01-0000-0-3000 Employee Benefits = \$16,834</p>	<ol style="list-style-type: none"> 1. A reduced class size was provided for minors at the Juvenile Detention Facility School in the Challenge Unit 2. 1 FTE teacher + .714 Para Educator implemented all classroom activities <p>A reduced class size allowed for more one-on-one instruction. Both the paraeducator and the teacher took active roles in monitoring student work and concentrating on developing a plan that includes credit recovery and post-secondary</p>	<p>Teacher FTE = 1;</p> <p>01-0000-0-1100 Teachers' Salaries = \$57,009</p> <p>01-0000-0-3000 Employee Benefits = \$17,484</p>																																

		Paraeducator FTE = 1 01-0000-0-2100 Classified Instructional Salaries =\$15,687 01-0000-0-3000 Employee Benefits =\$5,328 01-0000-0-4300 Materials and Supplies =\$1,000 01-0000-0-7310 Indirect Costs =\$9,389 Total \$97,719	options. The reduced class size made it possible to take the extra time to spend with each student so a successful plan is put in place.	Paraeducator FTE = 0.714 01-0000-0-2100 Classified Instructional Salaries =\$19,587 01-0000-0-3000 Employee Benefits =\$5,930 01-0000-0-4300 Materials and Supplies = \$322 01-0000-0-7310 Indirect Costs =\$10,665 Total \$110,997	
Scope of service:	Schoolwide		Scope of service:	Schoolwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

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.

No cost

We utilized Foster Focus database as our metric to track foster youth student achievement outcome data. There was a technology breakdown between Child Welfare Services and the Foster Focus System which impacted access to student information in a timely manner. We also rely on the data provided in California Longitudinal Pupil Achievement Data System to identify Solano County foster youth.

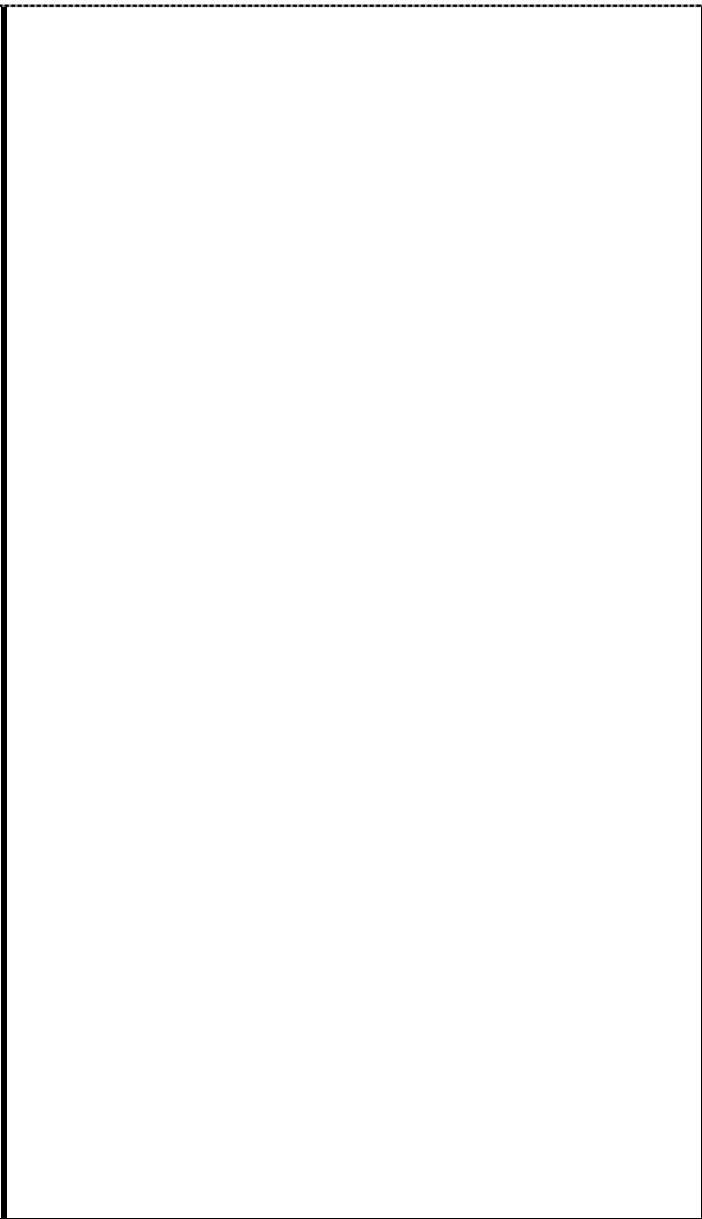
b) A Student Support Specialist is co-located at Child Welfare Services two days per week. Staff provides educational status and progress information to Child Welfare Agency.

We have worked with Child Welfare Services to provide information on AB 490. Our staff has provided training and provided information on AB490 and various legislation updates that impact foster youth via the Child Welfare Services newsletter.

Responded to request from Child Welfare Services, District Educational Foster Youth Liaisons, Probation, group home staff and attorneys to ensure delivery and coordination of educational services.

A system has been utilized to support change of placement information. Change of placement forms are received by Solano County of

No cost



Education Student Support Specialists and disseminated to Foster Youth Educational Liaisons. This process supports foster youth transition between districts.

District trainings are offered to each district in Solano County. District trainings topics include legislative updates, AB 490, AB167/216/1806. Solano County Office of Education provides a variety of trainings that support professional development such as Trauma-Informed Care, Resilient Leaderships, and Restorative Practices.

Additionally, a Student Support Specialist attends the Travis Unified School District Foster Parents meeting. Topics include challenges, resources and trainings for foster parents regarding educational needs.

c) We typically do not receive requests from Juvenile Court but more so Juvenile Probation and Child Welfare Services. We work collaboratively to ensure delivery and coordination of educational services.

d) Solano County Office of Education has developed an Interagency Agreement which addresses a mechanism for efficient, expeditious transfer of health and education records. Additionally, co-location at Child Welfare Services provides immediate access to staff.

Scope of service:	Countywide		Scope of service:	Countywide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Teachers received immediate feedback from walk-through observation via Google forms and informal individual conferences. Moving forward, we will use a formalized academic conferencing process to review walk-through trend data and identify instructional strategies that focus on specific student needs and areas of improvement. In addition, during the academic conferencing process, we will also use student achievement data such as Renaissance and California Assessment of Student Performance and Progress interim and summative assessments to monitor student progress. The student achievement monitoring system will also continue to be an area of focus in terms of tracking student credit recovery progress. The English learners program monitoring system continues to be an area of focus and improvement. These services and actions were not fully implemented in this area. We anticipate we will fully be able to develop an assessment and monitoring system by July 1, 2016. We experienced changes in staffing throughout the year that posed challenges for fully implementing professional development and instructional leadership coaching in English Language Arts and Math. However, we engaged the services of an English learners coach who worked with the Juvenile Court and Community Schools staff on implementing English Language Development/Specifically Designed Academic Instruction in English strategies throughout the system providing professional development and coaching. We will explore continuing to contract with this coach to support the teaching and learning needs of our staff and students.</p>
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Original GOAL from prior year LCAP:	#2 Increase the Educational Transition Planning Services being provided to students.		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8_ <u>X</u> COE only: 9_ <u>X</u> 10_ <u>X</u> Local : Specify _____
Goal Applies to:	Schools: All schools in the Juvenile Court and Community Schools system Applicable Pupil Subgroups:	All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socio-economically disadvantaged students and students with disabilities.	
Expected Annual Measurable Outcomes:	<p>Improved Educational Transition Planning Services for students the Juvenile Court and Community Schools programs as evidenced by the LCAP Student and Parent Survey results and the Student Support Specialist case management logs.</p> <ol style="list-style-type: none"> 1. 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 2014-2015. 2. 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 plans will increase by 20% from the baseline data of 2014-2015. 3. 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 		<p>Actual Annual Measurable Outcomes:</p> <p>Each Student Support Specialist maintains case management logs for all students concerning transition planning</p> <ol style="list-style-type: none"> 1. Student survey transition- baseline 60%, actual 64% - goal not met 2. Student survey individual learning plan - baseline 51%, actual 56% - goal not met 3. Parent survey transition- baseline 67%, actual 45% - goal not met 4. Parent survey individual learning plan - baseline 67%, actual 52% - goal not met 5. All students were provided Educational Transition Services as measured by the Student Support Specialist case management logs

	<p>milestone (e.g. transition to high school of residence, college, workplace, or other) 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 Solano County Office of Education.</p> <p>4. 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 Solano County Office of Education and efforts to promote parental participation.</p> <p>5. 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.</p>		
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Annually review and update the Countywide Plan for Expelled Students	No Cost	<p>Solano County completed the three-year Countywide Plan for Expelled Students.</p> <p>The Solano County Office of Education completed this process through a collaborative approach with each of our school districts during monthly countywide</p>	No Cost

		<p>Student Services meetings. In addition, the meeting time was increased from one hour to two hours to provide for more extensive professional development opportunities and needs assessment dialogue.</p> <p>An increase in the time for our Student Services meetings gave us the opportunity to plan for professional development in areas that will assist our at-risk youth in Solano County. Presentations have been given to the Committee in areas that affect our at-risk population, such as human trafficking and alternate high school graduation for our foster and homeless youth, Positive Behavioral Intervention and Supports and countywide mental health services.</p> <p>During these meetings, we have also dialogued around positive youth justice strategies that each district has identified in the LCAPs and transitional education services being implemented.</p>	
Scope of service: Countywide		Scope of service: Countywide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1. Continue to provide Educational Transition Planning Services that support transition and follow-up case management of students transitioning from Community School.	Student Support Specialist FTE= 2;	1. There was a gap in staffing at the beginning of the year with the Student Support Specialist at the Community School. That position has been filled. During the second semester, the Student Support	Student Support Specialist FTE= 2;

<p>2. Strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from Juvenile Detention Facility School and are aligned with a student's individual learning plan.</p> <p>3. Strengthen the development and monitoring of individual learning plans for each student at Community School and Juvenile Detention Facility School by implementing a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.</p> <p>4. Continue to strengthen the in-take process at the Juvenile Detention Facility School.</p> <p>5. 2 Full-time equivalent (FTE) of the Student Support Specialists to implement all activities related to identified actions and services.</p>	<p>01-0000-0-2900 =\$137,067</p> <p>01-0000-0-3000 Employee Benefits = \$51,778</p> <p>01-0000-0-5200 Travel/ Conferences = \$2,000</p> <p>01-0000-0-7310 Indirect = \$20,287</p> <p>Total \$211,132</p>	<p>Specialist is working with all students at Community School. Case management is documented in our AERIES system.</p> <p>2. The Educational Transition Planning Services that supports transition and follow up case management of students transitioning from Juvenile Detention Facility School and are aligned with a student's individual learning plan have been strengthened with the addition of a second Student Support Specialist.</p> <p>3. A process and procedure has been established for the development and monitoring of individual learning plans for each student at Community School and Juvenile Detention Facility School. A challenge at both schools is the follow-through by teachers to review and revise the individual learning plans at least three times per year as appropriate. There is a need to formalize a monthly individual learning plan review process which includes a log that teachers would maintain and submitted to the supervisor monthly.</p> <p>4. The in-take process at Juvenile Detention Facility School has been fully implemented. It has been strengthened as evidenced by the allocation of staffing, the in-take documentation and the designation of the duties specific to the sentencing of the students in the Juvenile Detention Facility.</p> <p>5. The additional support of a second Student Support Specialist has strengthened the capacity to provide transition services to more students at the Juvenile Detention Facility School. With the</p>	<p>01-0000-0-2900 =\$122,054</p> <p>01-0000-0-3000 Employee Benefits = \$46,105</p> <p>01-0000-0-5200 Travel/ Conferences = \$500</p> <p>01-0000-0-7310 Indirect = \$17,928</p> <p>Total \$186,587</p>
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		<p>additional support, student records are received in a timely manner, which in turn has strengthened the development of students' individual learning plans. More specifically, teachers and students are able to monitor academic progress and align coursework as needed. Due to more students being served, more students are being prepared for a successful transition to their high school of residence.</p> <p>Students were being provided transition services. This included, but not limited to; students were not receiving truancies from their high school of residence; transcripts from previous school placements were received, reviewed, and an individual learning plan was developed to support the students' course workload, with the focus on credit recovery, while in Juvenile Detention Facility School; students have graduated while at the Juvenile Detention Facility School; students received social-emotional support; support for a smooth transition to their high school of residence; immediate transfer of transcript from Juvenile Detention Facility School to high school of residence, with follow-up to ensure grades/credits have been accounted for; and follow-up supportive services.</p> <p>Because the Student Support Specialist is responsible for conducting Juvenile Detention Facility School intake/registration each morning, this provides an opportunity for positive</p>	
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		<p>engagement between the student, the student support specialist and possible parent engagement. Based on the information gathered during the intake process, the student support specialist obtains necessary student records including transcripts, test scores, and attendance and behavior reports that will assist with educational transition planning and the development of the individual learning plan. Program staff has the responsibility of obtaining and reviewing student records and sharing them with the appropriate school staff. Furthermore, the student support specialist will identify the student's district of residence and send an email to the district liaison notifying them the student has now been enrolled in Juvenile DF School. This help ensures students are not dually enrolled and receiving trancies—the students are being accounted for.</p> <p>The students gained an educational advocate/mentor (student support specialist) who provides transitional support. Students also gained immediate school enrollment (accountability) and engagement, transfer of school records, and individual learning plan.</p>	
<p>Scope of service:</p>	<p>Schoolwide at Juvenile Detention Facility School, Golden Hills Community School</p> <p>*Division of Unaccompanied Children's Services School</p>	<p>Scope of service:</p>	<p>Schoolwide at Juvenile Detention Facility School and the Golden Hills Community School</p> <p>* Division of Unaccompanied Children's Services School</p>

	provides their own Educational Transition Planning Services		provides their own Educational Transition Planning Services	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
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.	No cost		We utilized Foster Focus database as our metric to track foster youth student achievement outcome data. There was a technology breakdown between Child Welfare Services and the Foster Focus System which impacted access to student information in a timely manner. We also rely on the data provided in California Longitudinal Pupil Achievement Data System to identify Solano County foster youth. A Student Support Specialist is co-located at Child Welfare Services two days per week. Staff provides educational status and progress information to Child Welfare Agency. We have worked with Child Welfare Services to provide information on AB 490. Our staff has provided training, provided information on AB 490 and various legislation updates that impact foster youth via the Child Welfare Services newsletter. Responded to request from Child Welfare Services, District Educational Foster Youth Liaisons, Probation,	No cost



group home staff and attorneys to ensure delivery and coordination of educational services.

A system has been utilized to support change of placement information. Change of placement forms are received by Solano County Office of Education Student Support Specialists and disseminated to Foster Youth Educational Liaisons. This process supports foster youth transition between districts.

District trainings are offered to each district in Solano County. District trainings topics include legislative updates, AB 490, AB167/216/1806. Solano County Office of Education provides a variety of trainings that support professional development such as Trauma-Informed Care, Resilient Leaderships, and Restorative Practices.

Additionally, a Student Support Specialist attends the Travis Unified School District Foster Parents meeting. Topics include challenges, resources and trainings for foster parents regarding educational needs.

We typically do not receive requests from Juvenile Court but more so Juvenile Probation and Child Welfare Services. We work collaborative to ensure delivery and coordination of educational services.

Solano County Office of Education has developed and Interagency Agreement which addresses a mechanism for efficient, expeditious transfer of health and education records. Additionally, co-location at Child Welfare Services provides immediate access to staff.

Scope of service: Countywide

Scope of service: Countywide

<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	While there is a process and procedure in place for the review of the individual learning plans at least three times per year, there is a need to focus on documentation that teachers are following through with the review. Moving forward, teachers will be required to review with the student their individual learning plan monthly. Individual learning plan review process will include a log that teachers would maintain and submit to the supervisor monthly.
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Original GOAL from prior year LCAP:	#3 Increase career readiness services provided to students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ <u>X</u> 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All schools in the Juvenile Court and Community Schools system Applicable Pupil Subgroups: All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically disadvantaged students and students with disabilities.	
Expected Annual Measurable Outcomes:	Increased level of career readiness skills services provided. 1. 25% of all students will explore career options using California Career Zone, Road Trip Nation, and Junior Achievement.	Actual Annual Measurable Outcomes: 1. Community School has provided 100%, Juvenile Detention Facility School provided 100% and Division of Unaccompanied Children’s Services School has provided 100% of all students with tools to explore career options. This goal has been met. 2. Community School

<ol style="list-style-type: none"> 2. 10% of all students will participate in job shadow/industry speaker activities with local employers. 3. Students will participate in financial literacy workshops covering budgeting, credit and savings and investments. Baseline participation will be established in 2015-2016. 4. 10% of all students will test for the California Food Handlers Certification. 5. 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. 6. 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. 	<ul style="list-style-type: none"> • Students have not been provided job shadow/ industry speaker opportunities at this point. This goal has not been met. <p>Juvenile Detention Facility School</p> <ul style="list-style-type: none"> • 26% of the students have participated in job shadow/ industry speaker opportunities. This goal has not been met. <p>Division of Unaccompanied Children’s Services School</p> <ul style="list-style-type: none"> • The Division of Unaccompanied Children’s Services School students do not participate in this activity at this time. <p>Challenge Unit</p> <ul style="list-style-type: none"> • All students have participated in a job shadow/ industry speaker workshop. This goal has been met. <ol style="list-style-type: none"> 3. 78% of all students in Community school, 95% in Juvenile Detention Facility School and 100% of Division of Unaccompanied Children’s Services School students participated in financial literacy workshops, which establishes the baseline. 4. 8% of students at Community School and 29% of Juvenile Detention Facility School students participated in the food handler’s certification. This goal was met for Juvenile Detention Facility School, but not Community School. 5. Student survey career readiness - There was not a baseline established during the 2014-2015 school year. The current data is 56% which establishes the baseline.
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6. Student survey real life connection - baseline from 2014-2015 was 34%, actual 48% - This goal was met.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Expand career exploration instruction for students in Juvenile Court and Community Schools programs including California Career Zone, Road Trip Nation, and Junior Achievement.	Program Manager FTE = 0.25; 01-0000-0-1300 =\$26,617	The students are gaining a real understanding of the workplace, in exposure and practice with hard, and soft skills. The program is delivered in a workshop setting where the students gain communication tools, organization and customer service tools. They are using those skills to create real, tangible products such as a resume, cover letter, and a current job master application. The self-esteem and motivation to complete these projects has been encouraged and elevated by the instructors connecting with students and inspiring them to be the best that they can be. They have been exposed to filling out job applications manually on paper, as well as using and understanding the ever changing electronic version of online applications. The Juvenile County and Community Schools students have participated in mock interviews and practiced with interview questions, dress and body language. Students are working on advancing their skills in technology and have participated in coding projects, improving typing, accuracy,	Program Manager FTE = 0.25; 01-0000-0-1300 =\$16,066
2. Expand financial literacy instruction for students in Juvenile Court and Community Schools programs including budgeting, credit, and savings and investments.	Benefits 01-0000-0-3000 = \$6,603		Benefits 01-0000-0-3000 = \$4,188
3. Expand "Preparing for the Workplace" themed instruction for students in the Juvenile Court and Community Schools including completing an online application and assessment, portfolio with a resume, cover latter, and master application.	Vocational Specialist FTE= 0.08; 01-0000-0-2900 = \$37,096		Vocational Specialist FTE= 0.08; 01-0000-0-2900 =\$34,609
4. Expand "Success in the Workplace" themed instruction for students in the Juvenile Court and Community Schools including work ethics, conflict management, communication, and customer service.	Benefits 01-0000-0-3000 = \$13,504		Benefits 01-0000-0-3000 = \$15,676
5. 0.25 Full-time equivalent (FTE) of the Program Manager to lead all activities related to identified actions and services.	Secretary/Program Analyst FTE= 0.25; 01-0000-0-2400 = \$12,654		Secretary/Program Analyst FTE= 0.25; 01-0000-0-2400 = \$15,713

<p>6. 0.80 FTE of the Vocational Specialist to implement all activities related to identified actions and services.</p> <p>7. 0.25 FTE of the clerical staffing to support all activities.</p>	<p>Benefits 01-0000-0-3000 = \$5,316</p> <p>Travel 01-0000-0-4000 = \$1,000</p> <p>Indirect 01-0000-0-7310 = \$10,927</p> <p>Total \$113,717.</p>	<p>formatting, as well as understanding a broader view of technology and applications.</p> <p>Students have had the opportunity to add valuable assets to their portfolios, they were able to study, take, and pass the California Food Handlers Certificate. Students have gone through a financial literacy workshop where they have been exposed to budgeting, credit worthiness and savings. Students have gained new knowledge about careers and opportunities in areas that the students truly have a passion or interest in, something they can connect to.</p>	<p>Benefits 01-0000-0-3000 = \$3,142</p> <p>Travel 01-0000-0-5000 = \$883</p> <p>Indirect 1-0000-0-7310 = \$9,596</p> <p>Total \$99,873</p>
<p>Scope of service:</p>	<p>Schoolwide at all Juvenile Court and Community Schools: Juvenile Detention Facility School, Golden Hills Community School, and Division of Unaccompanied Children’s Services School</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/></p> <p>Other Subgroups: (Specify) _____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/></p> <p>Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of</p>	<p>We will continue to build on the LCAP goals for Career Technical Education. The baselines established during the 2015-2016 school year will provide guidance on future goals and actions. We will focus on strengthening the curriculum and real-world opportunities for career exploration, financial literacy</p>		

reviewing past progress and/or changes to goals?	instruction, and preparing for success in the workplace. We experienced success with some students obtaining the Serve Safe Food-Handlers Certificate; the goal is to increase the number of students that obtain the work-ready certificate and the Serve Safe Certificate as well. We experienced challenges with bringing employers into the Juvenile Detention Facility School to provide job shadow industry presentations. Our goal will be to work more closely with the Juvenile Detention Facility administration to coordinate these activities and plan for them well in advance of the Ground Hog Job Shadow events.
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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: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All schools in the Juvenile Court and Community School system
	Applicable Pupil Subgroups: All Juvenile Court and Community Schools students, including numerically significant subgroups of students, foster youth, English learners, socioeconomically disadvantaged students and students with disabilities.

Expected Annual Measurable Outcomes:	Student engagement and connectedness and positive behavior will improve as measured by the following: 1. The average daily attendance rate for Juvenile Court and Community Schools students will increase by 1% from the 2013-2014 baseline year. 2. The suspension rate for Juvenile Court and Community Schools students will decrease by 3% from the baseline year of 2013-2014. 3. 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. 4. The percentage of students who on the 2013-2014 California Health Kids Survey report that they feel there is a teacher or adult who notices them when they are not there will increase by 10%.	Actual Annual Measurable Outcomes:	1. 2014-2015 data for Average Daily Attendance was 75% at community school. Current data as of January 1, 2016 is 84% Average Daily Attendance. 2. 2014-2015 data for suspensions was 38%. Current data as of January 1, 2016 is 11%. 3. 2014-2015 baseline was 66% for chronic absence. Current data as of January 1, 2016 is 19%. 4. 2013-2014 California Health Kids Survey baseline data – students report that they feel there is a teacher or adult who notices them when they are not there is 58%. 5. 2013-2014 California Health Kids Survey baseline data- students report that they feel safe at school is 42%.
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5. The percentage of students who on the 2013-2014 California Health Kids Survey report that they feel safe at school will increase by school will increase by 10%.
6. The percentage of students who on the 2013-2014 California Health Kids Survey report that there is a teacher or adult who really cares about them will increase by 10%.
7. The percentage of students who on the 2013-2014 California Health Kids Survey report that they feel like they are a part of their school will increase by 15%.
8. The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs will increase by 10%.
9. 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 Solano County Office of Education and promotion of parental participation.

*Note: Students referred to the Juvenile Court and Community Schools are already expelled. Therefore, this metric is not applicable.

**Note: Middle and high school dropout rates are not applicable to the Juvenile Court and Community Schools context. The Juvenile Court and Community

6. 2013-2014 California Health Kids Survey baseline data- students report that there is a teacher or adult who really cares about them is 52%.
7. 2013-2014 California Health Kids Survey baseline data- students report that they feel like they are a part of their school is 23%.
8. LCAP student survey - students report that the school supports their social-emotional needs is 32% for the 2015-2016 school year which establishes the baseline.
9. LCAP parent survey- parent report that the school provides their child extra help when they are struggling socially or emotionally was 100% during the 2014-2015 school year. Parent participation in the survey was limited to three participants. Currently 45% of parents reported that the school provides their child extra help when they are struggling socially or emotionally.

Schools do not generate a dropout rate based on prescribed four-year cohort method since students generally do not remain enrolled for more than one year.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. Provide Student Support Services to students at Community Schools with a focus on Trauma-Informed Care and Support. 2. Formalize a schoolwide continuum of support to ensure social-emotional and behavioral needs of Community Schools students are addressed. 3. Formalize a home visit program implemented by the Student Support Specialist to support and follow-up Juvenile Court and Community Schools student attendance tracking system. 4. Implement a student attendance and chronic absence monitoring and data tracking system for students at Community School. 5. Continue to provide professional development to Juvenile Court and Community Schools administrators and teachers related to Trauma-Informed Care and Support. 6. Develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to 	<p>Included in Goal #2 Transition Services (102,648)</p>	<ol style="list-style-type: none"> 1. A student support specialist provides student support services to students at Community School with a focus on Trauma-Informed Care and Support. 2. A formalized schoolwide continuum of support to ensure social-emotional and behavioral needs of Community School students has been implemented. The Student Support Specialist has developed and implemented a referral process for staff to address the needs of students. All services are documented in AERIES. 3. A formalized home visit program began to be implemented by the Dean to support and follow-up Juvenile Court and Community Schools student attendance tracking system. The Dean position became vacant in March 2016 which made continuing this action a challenge. The Juvenile Court and Community Schools administrative structure is being reorganized. 4. A student attendance and chronic absence monitoring and data tracking system for students 	<p>Included in Goal #2 Transition Services (186,587)</p>

<p>Intervention model with a focus on Restorative Justice principles.</p> <p>7. 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services).</p>		<p>at Community School has been implemented.</p> <p>5. Professional Development to Juvenile Court and Community Schools administrators and teachers related to Trauma-Informed Care and Support was provided.</p> <p>6. A schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles is in the beginning stages of being implemented. The school has made a three-year commitment to receive training and work with a coach to support full implementation.</p> <p>7. 1 FTE to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services).</p> <p>The Community School staff's participation in Positive Behavioral Intervention Supports has had a tremendous impact on discipline throughout the first semester. The staff have implemented interventions such as a new behavior/counseling referral process that has contributed to decreasing the suspension rate by over 50%. In addition, the Student Support Specialist at the Community School checks in with each student on a weekly basis to ensure they are on the right track to complete the terms of their rehabilitation plan. She has extensive experience in counseling and Trauma-Informed Care and Support which provides a safety net for our students that have many personal challenges outside of school.</p>	
<p>Scope of service: Schoolwide at the Golden Hills Community School</p>		<p>Scope of service: Schoolwide at the Golden Hills Community School</p>	

	<p>*Note: Juvenile Detention Facility School and Division of Unaccompanied Children’s Services School provide clinician services in their high structured environments</p>			<p>*Note: Juvenile Detention Facility School and Division of Unaccompanied Children’s Services School provide clinician services in their high structured environments</p>	
<p><input checked="" type="checkbox"/> ALL</p>				<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>				<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>Develop and implement a School Attendance Review Board to address student attendance and behavioral issues.</p>	<p>No cost</p>	<p>The school has implemented a School Attendance Review Board process for students who are not attending on a regular basis. This allows the Community School administration to focus on attendance issues. The counseling component has helped to increase the Community School’s attendance rate by 10%.</p>		<p>No cost</p>	
<p>Scope of service:</p>	<p>Schoolwide at Golden Hills Community School. *Note: this is not applicable at Juvenile Detention Facility School or Division of Unaccompanied Children’s Services School</p>		<p>Scope of service:</p>		
<p><input checked="" type="checkbox"/> ALL</p>				<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>				<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Overall the actions and services for this goal have proven to have a positive impact on students and families. We anticipate strengthening the transition services to include school and home visits post Juvenile Court and Community Schools program completion. The Dean position became vacant in March 2016 which made continuing the home visiting program a challenge. The Juvenile Court and Community Schools administrative structure is being reorganized. One of the specific areas of focus for this reorganization will be the full implementation of the home visiting program.		

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 school site 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	661,578.
Solano County Office of Education is not receiving any additional or new dollars for low income, foster youth, or English learner pupils (targeted students) in the 2016-2017 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 2016-2017 unduplicated targeted student percentages are 100% for the Courts School and 83.1% for the Community School. The amount of dollars required to be	

realigned as supplemental-concentration funding is \$637,489. SCOE has identified spending \$722,687 in the 2016-2017 LCAP on our targeted students. The majority of the youth in the Juvenile Court and Community Schools system are at-risk and/or socioeconomically 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 socioeconomically disadvantaged students, foster youth, and English learner students in our Juvenile Court and Community Schools program 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 California Common Core State Standards in English Language Arts/English Language Development and Mathematics, Professional Development and Instructional Coaching

- We will provide professional development and instructional coaching in the implementation of the California Common Core State Standards in English Language Arts/English Language Development and Mathematics based on the guidelines outlined in the California 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 English Language Arts/English Language Development, we will use the California Common Core State Standards in Reading/Language Arts and the English Language Development 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.
- We have added Odysseyware online credit recovery system as an option for students to recover credits needed for graduation.

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 Career Zone, 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 and Supports (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 PBIS established by the Office of Special Education Programs 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 levels services include:

Countywide Plan for Expelled Students

- Every three years Solano 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, interagency collaboration, and implementation of career readiness services.

Countywide Plan and Technical Assistance to 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 countywide 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 California Department of Education that is designed to assist school administrators in meeting the goals of the LCAP, 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.

9.30	%
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Existing resources have been identified to provide increased or improved services to low income and foster youth students and English learner students. Currently, the 2016-2017 unduplicated targeted student percentages are 100% for the Courts Schools and 83.1% for the Community School. The 2016-17 percentage by which we are to increase and/or improve services for targets students is 8.93%. SCOE has identified an increase of 80% increase in effort in Goal 1, 64% increase in effort and services in Goals 2 and 4 combined. The majority of the youth in the Juvenile Court and Community Schools 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, instructional coaching, and assessment and accountability to improve the instructional program have increased by 80%.

Goals 2 and 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 64%. We have increased the FTE by 0.95%.

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).

SOLANO COUNTY OFFICE OF EDUCATION JCCS

2015-16 LCAP DATA DASHBOARD

State Priority	LCAP Goal	Metric	Annual Measurable Outcome (2014-15 Baseline Year)	Expected Measurable Outcome (2015-16)	Actual Measurable Outcome (2015-16)	Expected Measurable Outcome Met?
1. Basic Services						
	1	Rate of Teacher Appropriately Assigned and Fully Credentialed	100%	100%	100%	Yes
	1	Access to Instructional Materials	100%	100%	100%	Yes
	1	Facilities in Good Condition	100%	100%	100%	Yes
2. Implementation Of CA State Standards						
	1	Implementation of CCSS for all students, including ELs	100%	100%	100%	Yes
	1	Programs and services enable ELs to access core and ELD standards	100%	100%	100%	Yes
3. Parental Involvement						
	1	Promotion of Parental Involvement Survey: # of parents who participated in the LCAP Survey	3		14	
4. Student Achievement						
	1	Smarter Balanced Assessment Consortium	0% standard met	1% standard met		

		(SBAC) ELA: % of students meeting standards (Community)	(8 th grade) 0% standard met (11 th grade)	(8 th grade) 1% standard met (11 th grade)		
	1	Smarter Balanced Assessment Consortium (SBAC) ELA: % of students meeting standards (JDF)	<10 students (8 th grade) 8% standard met (11 th grade)	(8 th grade) 9% standard met (11 th grade)		
	1	Smarter Balanced Assessment Consortium (SBAC) ELA: % of students meeting standards (DUCS)	<10 students (8 th grade) <10 students (11 th grade)	(8 th grade) (11 th grade)		
	1	Smarter Balanced Assessment Consortium (SBAC) Math: % of students meeting standards (Community)	0% standard met (8 th grade) 0% standard met (11 th grade)	1% standard met (8 th grade) 1% standard met (11 th grade)		
	1	Smarter Balanced Assessment Consortium (SBAC) Math: % of students meeting standards (JDF)	<10 students (8 th grade) 0% standard met (11 th grade)	(8 th grade) 1% standard met (11 th grade)		
	1	Smarter Balanced Assessment Consortium (SBAC) Math: % of students meeting standards (DUCS)	<10 students (8 th grade) <10 students (11 th grade)	(8 th grade) met (11 th grade)		

	1	California Standards Test (CST) Science: 1% increase from baseline (SCOE)	0% proficient (8 th grade) 11% proficient (10 th grade)	1% proficient (8 th grade) 12% proficient (10 th grade)		
	1	California Standards Test (CST) Science: 1% increase from baseline (Community)	0% proficient (8 th grade) < 10 students (10 th grade)	1% proficient (8 th grade) (10 th grade)		
	1	California Standards Test (CST) Science: 1% increase from baseline (JDF)	< 10 students (8 th grade) 7% proficient (10 th grade)	(8 th grade) 8 % proficient (10 th grade)		
	1	California English Language Development Test (CELDT): Annual Measurable Objective (AMO) 1: requires EL students to show progress in attaining English proficiency as measured in CELDT – (SCOE)	53.1%	60.5% (2014-15 CDE target)		No
	1	California English Language Development Test (CELDT): Annual Measurable Objective (AMO) 2 requires EL students to demonstrate proficiency in CELDT (<5 years cohort)– (SCOE)	17.0%	24.2% (2014-15 CDE target)		No
	1	California English Language Development Test (CELDT):	40.2%	50.9%		No

		Annual Measurable Objective (AMO) 2 requires EL students to demonstrate proficiency in CELDT (5 years or more cohort) (SCOE)		(2014-15 CDE target)		
	1	Academic Performance Index (API)	Suspended by CA Legislature until 2016	Suspended	Suspended	
	1	CA High School Exam passed– ELA (Community)	0%	Suspended	Suspended	
	1	CA High School Exam passed– ELA (JDF)	72%	Suspended	Suspended	
	1	CA High School Exam passed– Math (Community)	0%	Suspended	Suspended	
	1	CA High School Exam passed– Math (JDF)	45%	Suspended	Suspended	
	1	% of students successfully completing A-G courses	N/A	N/A	N/A	N/A
	1	% of students successfully completing CTE sequences or programs of study that align	N/A	N/A	N/A	N/A
	1	% of students passing Advanced Placement exams (3+)	N/A	N/A	N/A	N/A
	1	% of students demonstrating college preparedness (Early Assessment Program for ELA)	Integrated in SBAC			
	1	% of students demonstrating college preparedness (Early	Integrated in SBAC			

		Assessment Program for Math)				
	1	Access to credit recovery in a broad course of study that includes all of the required subject areas not currently offered in JCCS context	100%	100%	100%	Yes
5. Student Engagement						
	4	Average daily attendance rate – increase by 1% from baseline (Community)	75%	76%	84% (1 st semester)	Yes
	4	Chronic student absenteeism – decrease by 1% (Community)	66%	65%	19% (1 st semester)	Yes
	4	Middle school drop-out rates	N/A	N/A	N/A	N/A
	4	High school drop-out rates	N/A	N/A	N/A	N/A
	4	High school graduation rates	N/A	N/A	N/A	N/A
6. School Climate						
	4	Student suspension rate – decrease by 3% from baseline	38%	35%	11% (1 st semester only)	Yes
	4	Student expulsion rate	N/A	N/A	N/A	N/A
	4	Sense of school safety/Climate: Students report that they feel there is a teacher who notices them when they are not there (CHKS) – increase by 10%	58% (2013-14)	68%		
	4	Sense of school safety/Climate: Students	52% (2013-14)	62%		

		report that there is a teacher who really cares about them there (CHKS)- increase by 10%				
	4	Sense of School Safety/Climate: Students report that they feel part of the school (CHKS) - increase by 10%	23% (2013-14)	33%		
	4	Sense of School Safety/Climate: Students report that the school supports their social-emotional needs (CHKS) - increase by 10%	35% (2013-14)	45%		
	4	Sense of School Safety/Climate : Students report that they feel safe at school (CHKS) - increase by 10%	42% (2013-14)	52%		
7. Course Access						
	1	Student access and enrollment in all required areas of study	100%	100%	100%	Yes
8. Other Student Outcomes						
	3	Number of Classroom Walkthroughs	35	40	36 (1 st semester only)	No
	3	30 % increase in the number of students participating in career exploration activities using the California Career Zone, Road Trip Nation and		+30%	100%	Yes

		Junior Achievement: (Community)				
	3	30 % increase in the number of students participating in career exploration activities using the California Career Zone, Road Trip Nation and Junior Achievement: (JDF)		+30%	100%	Yes
	3	30 % increase in the number of students participating in career exploration activities using the California Career Zone, Road Trip Nation and Junior Achievement: (DUCS)		+30%	100%	Yes
	3	30 % increase in the number of students participating in career exploration activities using the California Career Zone, Road Trip Nation and Junior Achievement: (Challenge)		+30%	100%	Yes
	3	10 % of students that participate in Job Shadowing/industry speaker activities with local employers (Community and DL)		10% (baseline)	0%	No
		10 % of students that participate in Job Shadowing/industry		10% (baseline)	26%	Yes

		speaker activities with local employers: (JDF)				
		10 % of students that participate in Job Shadowing/industry speaker activities with local employers (DUCS)	N/A	N/A	N/A	N/A
		60 % of students that participate in Job Shadowing/industry speaker activities with local employers (Challenge)		0% (baseline)	100%	Yes
	3	10% increase in students that participate in financial literacy workshops (Community)		+20%	78%	
	3	20% increase in students that participate in financial literacy workshops (JDF)		+20%	95%	
	3	20% increase in students that participate in financial literacy workshops (DUCS)		+20%	100%	Yes
	3	% of students who are provided Transition Education Services: increase by 1% from baseline (JDF)	59%	60%	70%	Yes
	3	Increase the number of students testing for the California Food Handlers Certification by 10% (Community)		+10%	8%	
	3	Increase the number of students testing for the		+10%	29%	

		California Food Handlers Certification by 10% (JDF)				
	3	Increase the number of students testing for the California Food Handlers Certification by 10% (Challenge)		+5%	50%	
	3	Increase the number of students testing for the California Food Handlers Certification by 10% (DUCS)	N/A	N/A	N/A	N/A
9. County-wide coordination of services for expelled students						
	2	LCAP Student Survey: Students reporting engaged in reviews and monitoring of Individual Learning Plans	34%	54%	56%	Yes
10. County-wide coordination of services for foster youth						
	2	Students reporting engaged in reviews and monitoring of Individual Learning Plans	34%	54%	56%	Yes
11. Other Outcomes						
	1	Implementation of CCSS Professional Development Workshops:# of workshops	8	10		
	1, 2	LCAP Input Parent Survey: Parents who report that their child receives extra help when he/she is struggling academically	50%	55%	58%	Yes
	2	LCAP Parent Survey: % of parents who report that the school prepares them	67%	87%	45%	No

		for a successful transition to their next milestone – increase of 20% from baseline				
	2	LCAP Parent Survey: % of parents who report that the school involves them in the development, review and on-going monitoring of the Individual Learning Plan– increase of 20% from baseline	67%	54%	52%	No
	4	LCAP Parent Survey: 100 % of parents report that the school provides their child extra help when they are struggling socially/emotionally	100%	100%	45%	No
	1	% of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in ELA as measured by the Renaissance Learning STAR Reading Assessment: increase of 5% from baseline (Community School and DL)	53%	58%	40%	No
	1	% of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in ELA as measured by the Renaissance Learning STAR	40%	45%	48%	Yes

		Reading Assessment: increase of 5% from baseline (JDF)				
	1	% of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in ELA as measured by the Renaissance Learning STAR Reading Assessment: increase of 5% from baseline (DUCS)	No student in attendance for 90 days or more		100% (only 1 student)	
	1	% of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in Math as measured by the Renaissance Learning STAR Math Assessment: increase of 5% from baseline (Community School and DL)	63%	68%	38%	No
	1	% of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in Math as measured by the Renaissance Learning STAR Math Assessment: increase of 5% from baseline (JDF)	40%	45%	35%	No
	1	% of students that have stayed for 90 days or more with 0.5 or greater positive Grade Equivalent Growth in Math as measured by the	No student in attendance for 90 days or more		100% (1 student)	

		Renaissance Learning STAR Math Assessment: increase of 5% from baseline (DUCS)				
	1	% of students that have stayed 90 days or more with 50 point or more Scaled Score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment: increase of 5% from baseline (Community School and DL)	43%	48%	48%	Yes
	1	% of students that have stayed 90 days or more with 50 point or more Scaled Score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment: increase of 5% from baseline (JDF)	38%	43%	48%	Yes
	1	% of students that have stayed 90 days or more with 50 point or more Scaled Score increase in ELA as measured by monthly Renaissance Learning STAR Reading Assessment: increase of 5% from baseline (DUCS)	No student in attendance for 90 days or more		100% (1 student)	
	1	% of students that have stayed 90 days or more with 50 point or more	45%	50%	28%	No

		Scaled Score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment: increase of 5% from baseline (Community School and DL)				
	1	% of students that have stayed 90 days or more with 50 point or more Scaled Score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment: increase of 5% from baseline (JDF)	25%	30%	26%	No
	1	% of students that have stayed 90 days or more with 50 point or more Scaled Score increase in Math as measured by monthly Renaissance Learning STAR Math Assessment: increase of 5% from baseline (DUCS)	No student in attendance for 90 days or more		100%	
	2	LCAP Survey: % of students who report that the school prepares them for a successful transition to their next milestone – increase of 20% from baseline	60%	80%	64%	No
	2	LCAP Survey: % of students who report that the school	51%	71%	56%	No

		involves them in the development, review and on-going monitoring of the Individual Learning Plan– increase of 20% from baseline				
	1	CTE Course Enrollment Rate	100%	100%	100%	Yes
	3	LCAP Student Survey: % of students who report that school effectively provides them with career readiness workshop – increase by 3%		+3%	56%	
	3	LCAP Student Survey: % of students who report that the career readiness workshops demonstrate a connection to their real life – increase by 3%	34%	37%	48%	Yes
	4	LCAP Student Survey: % of students who report that the school supports their social-emotional needs – increase by 10%		+10%	32%	
	4	LCAP Student Survey: % of students who report that the school provides them extra help when they are struggling socially and emotionally – increase by 10%		+10%		
	2	LCAP Parent Involvement Survey: Promotion of parental participation	65%	75%	31	