

Local Control Accountability Plan and Annual Update (LCAP)

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the Local Educational Agency (LEA) serves them.

See 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 believe that a quality education is a vital priority for the students of Solano County, and a strong public education system is critical to the social fabric and economic vitality of our community. SCOE works together with our county's six independent school districts and one community college district to ensure that every young person is equipped with a first-class education to succeed in a global economy and to become active and productive citizens. To serve the students of Solano County, SCOE, in conjunction with local school districts, provides an array of programs and services to meet the varying needs of our students.

SCOE Programs and Services

We provide College and Career Readiness Education (CCR)/Workforce Development leadership to the County's six school districts in the areas of professional development, student leadership organizations, data collection, and curriculum and instruction.

- We provide instruction for special education students, infant through age 22.
- We deliver instructional support to students in district schools and SCOE programs who are deaf/hard-of-hearing.

- We operate a community school for at-risk youth.
- We teach 50+ students in the Solano County Juvenile Detention Facility (JDF).
- We provide support services to homeless students and foster youth.
- We deliver professional development in the core academic areas to local educators. This includes coaching for administrators in the areas of effective educational leadership skills for 21st Century Learners.
- We provide leadership in organizing regional approaches for the delivery of educational programs and support services, eliminating duplication of effort and saving school district resources.
- We have fiscal oversight of the County's six school district budgets representing over \$439 million in operating revenues (general fund dollars).

LCAP HIGHLIGHTS

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

See executive summary

The SCOE's current LCAP contains four goals in the areas of academic achievement, educational transition, career readiness, and social-emotional support.

Academic Achievement- The goal of improved academic achievement includes a primary focus on continuing to implement the state standards as well as increasing project based learning opportunities and instructional technology for students.

Educational Transition- The goal of improving the educational transitions services to students continues to be a focus due to the transient nature of student population served in our schools and programs. Therefore, services to support students as they transition between schools and programs is critical. The key features of the current services include individual case management beginning with the enrollment process, supporting the development and updating of individual student learning plans, and concluding with follow-up support once students have transitioned to a new educational placement both within and outside of SCOE.

Career Readiness- The goal of ensuring each student is career and college ready continues to be a top priority. Students are provided opportunities to participate in workshops in the areas of career exploration, financial literacy, work readiness, and success in the workplace. Students are also provided direct instruction via college and career readiness curriculum to support their growth in this area.

Social-Emotional Support- The goal of providing the social and emotional support to students is an area of focus as many of the youth we serve have experienced trauma, school failure, involvement in the juvenile justice system and other barriers to success in school and the community. Students are provided direct counseling services and receive referrals for mental health services. JCCS will begin Positive Behavioral Interventions and Supports (PBIS) training and implementation this school year to support the creation of a safe, nurturing and supportive school climate. Staff has been trained in how to identify and support youth who have experienced trauma.

In addition to the four goals, the LCAP features several additional steps SCOE will take in the support of foster and expelled youth throughout Solano County. This includes the increasing of communication between partner agencies that support foster and expelled youth and increasing countywide training opportunities on best practices that support these youths.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the Local Control Funding Formula (LCFF) Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

The Golden Hills Community School (GHCS) demonstrated some progress in English Language Arts and Mathematics in the Smarter Balance Assessment Consortium (SBAC) by meeting the LCAP expected measurable outcomes. The average daily attendance rate is 81% which increased by 6% from 2014-15. The chronic absenteeism rate is 60% which is a 16% decrease and has met the LCAP expected measurable outcomes. The suspension rate is 22% which is a decrease by 16% from last school year. There are improvements in the Career Technical Education (CTE) programs where all students participate in career exploration activities using the Junior Achievement Curriculum and in the GHCS, the California Career Zone. There is a significant improvement in the number of students participating in CTE activities including job shadowing/industry speaker activities with local employers, in financial literacy workshops. There is an increase of 28% in the students receiving Transition Education Services.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The large majority of our students in the Alternative Education programs score in the “Standard Not Met” category for both English Language Arts and Mathematics, indicating an ongoing need for improvement in these areas. While it decreased in 2015-16, the number of suspensions at GHCS indicates a need to increase behavioral interventions to minimize the occurrence of incidents and need to develop alternatives to suspensions. There is also a need to support parental engagement and to create more opportunities for positive parent/staff interactions. Parental and student input have also identified need for more hands-on opportunities through our CTE programs. While students at the Juvenile Detention Facility (JDF) program are supported by extensive services for the transition back to their school of residence, students at GHCS have less support and need a stronger transition monitoring. Also, transition services at JDF need to be more uniformly distributed year round to closely match the school year for that program.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Our SBAC results in Math and English Language Arts tend to fall in the “Standard not Met” category. Clear differences among student groups are not evident indicating a generalized need to develop stronger academic skills. The goal to bridge the performance gap applies to large majority of our students. To establish a closer connection between learning and teaching SBAC formative and interim assessments will be used by teachers throughout the year in the classroom. These assessments will help in identifying skills to be more closely addressed and the students who need more support. In addition, stronger academic planning for each student will be developed to more closely integrate academic needs with career preparation goals. Teachers will also receive professional development and individual coaching to increase their ability to differentiate according to varying needs in the classroom. More intensive CTE services will support a more relevant skill development plan and implementation to support students’ long-term goals. Increased student counseling services, continued implementations of PBIS strategies, and alternative to suspensions will also increase students’ engagement and reduce time out of class.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Our unduplicated student count ranges from 75.56% at GHCS, to 100% at JDF, to 100% at the Division of Unaccompanied Children (DUCS).

For English learners (ELs), we propose to continue to support the implementation of the ELs' progress monitoring system and for Redesignated Fluent English Proficient (RFP) pupils we plan to continue to support the implementation of the ELs' reclassification system. Professional development for our teaching staff on evidence-based practices will continue with a stronger emphasis on individual coaching.

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. 0.6 full-time equivalent (FTE) of the Student Support Specialist time to support these actions and services

To increase student engagement and decrease time out of class, we plan to:

1. Provide training and professional development opportunities to increase educators' knowledge of 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 PBIS cohorts in Solano County and in SCOE programs. 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

For low-income students we plan to provide:

School supplies, clothing, hygiene products

Transportation

Counseling

Increase work-based learning opportunities at both JDF and GHCS

0.8 FTE career planning and skill development support staff

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$50,655,802
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 800,642

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The SCOE's general fund budget for 2017/2018 is \$50,655,802. Of that total, \$38,351,667 is restricted and \$12,304,802 is unrestricted.

The LCAP refers to services to students in county-operated programs but does not include our Special Education programs. A large portion of SCOE restricted budget is for Special Education services that we provide to students from school districts in the Solano County Special Education Local Planning Area (SELPA). SCOE's LCAP does not reflect these students as they are included in their respective districts' accountability plans.

The remaining restricted funds included in the budget are for programs, grants and contracts that support countywide activities such as Workforce Development, College and Career Readiness, Foster Youth/Homeless Students services, Early Learning services, Youth Development and Prevention services, and SELPA administration.

In additional to the services outlined in the LCAP, the SCOE unrestricted budget includes:

- Instructional programs at JDF, GHCS and DUCS
- Special Education transportation
- LCAP and fiscal oversight to districts in the county
- The Office of the Superintendent of Schools and Board of Education
- Educational services to districts
- General administration supported through indirect costs charged to programs (human resources, business operations, payroll, information technology, maintenance and operations, etc.).
- Fee based services such as professional development, school-based counseling, data and technology services, and reproduction services
- Other goals of SCOE and the Superintendent, including providing monitoring the implementation of PBIS, collaboration with other stakeholder agencies including Probation and DUCS, countywide services to address student attendance and coordination among providers. We have also provided facilitation for the Student Services departments of districts within Solano County as part of our efforts to closely work with our students' district of residence.

\$8,341,122

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 1</h2>	#1 Improve the instructional program being provided to students.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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 (SBAC) in the areas of English Language Arts (ELA) and Mathematics will increase 1% over baseline.
2. The percentage of students enrolled in Juvenile Court and Community Schools (JCCS) programs 90 days or more demonstrating a .50 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in ELA and Mathematics as measured by the Renaissance Learning STAR Reading and Math Assessment will increase by 10% over baseline referenced in the data dashboard in the **Data Dashboard Appendix**.
3. 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 ELA and Mathematic, as measured by monthly Renaissance Learning STAR Reading and Math Assessment will increase by 10% over baseline referenced in the data dashboard in

ACTUAL

1. Compared to the 2014-15 SBAC test results, the 2015-16 over-all percentage of GHCS students that perform at Level 3 (Standard Met) in the areas of ELA and Mathematics increased by more than 1% over baseline. There was an increase of 2% in ELA and 3% in Math over baseline.
2. The current 2016-17 school year data shows that the percentage of students enrolled in JCCS programs 90 days or more demonstrating a .50 or greater (.5 is ½ year grade level equivalent) Grade Equivalent growth in ELA and Mathematics, as measured by the Renaissance Learning STAR Reading and Math Assessment, did not increase by 10% over baseline. There was a decrease of 7% in ELA and 1% in Mathematics as compared to the 2015/16 data.
3. The current 2016-17 school year data shows that the percentage of all students in JCCS programs for 90 days or more demonstrating a 50 point or greater scaled score increase in ELA and Mathematics, as measured by monthly Renaissance Learning STAR Reading and Math Assessment did not increase by 10% over baseline. At the end

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 baseline. This data from this effort will inform ongoing decision making for ongoing program development for Solano County Office Education (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 baseline.

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

**Note: Middle and high school dropout rates and student expulsion rates are not applicable to the JCCS context.

***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 CTE sequences or programs of study that align with State Board-approved CTE standards and frameworks is not applicable in the JCCS context.

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

***** Note: The Early Assessment Program results re embedded in the SBAC results for ELA and Mathematics.

***** **Note:** The Advanced Placement Exams are not provided in SCOE programs at this time.

of the first semester there was a decrease of 6% in ELA and 4% in Math as compared to the 2015/16 data.

4. Parent survey baseline was 50% in 2014-15 and 58% in 2015-16. The percentage of parents indicating that their child receives extra help when he/she is struggling academically rose to 82% in 2016-17. This represents an increase of 24 percentage points: goal met.
5. Student survey baseline- 59%- established during the 2015-2016 is 63%. In 2016-17 the percentage of student reporting that they receive extra help when they are struggling academically is 72%. This represents an increase of 9%- Goal met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1.1**

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none">1. Teachers will implement California Common Core State Standards English Language Arts (ELA)/English Language Development (ELD) and Mathematics in the Juvenile Court and Community Schools (JCCS)2. Provide all JCCS staff including teachers, paraprofessionals and administrators, professional development related to ongoing instructional program improvement3. Provide JCCS teachers and administrators instructional coaching support4. Support the development and implementation of Project-Based Learning (PBL)5. Develop a model for providing JCCS students to lab classes via the use of instructional technology6. Develop a JCCS instructional program with the walkthrough, feedback, and monitoring system.7. Implement an electronic JCCS student achievement and assessment monitoring system for English learners (ELs): strengthen the instructional delivery and monitoring system for ELD instruction8. For English Learners: Strengthen ELs progress monitoring system9. For redesignated fluent English proficient pupils: Strengthen ELs' reclassification system10. For Redesignated Fluent English Proficient students: strengthen English Learners progress monitoring system.11. Odysseyware online credit recovery system	<ol style="list-style-type: none">1. 100% of teachers are implementing California Common Core State Standards ELA/ELD and Mathematics in the JCCS2. Staff was provided with Pearson Mathematics in-service, and with professional development on instruction based on Common Core ELA State Standards.3. Staff was provided instructional support in academic conferencing and ELD.4. During 2015-16 school year, staff received training on PBL and started to implement in their classrooms. This school year, implementation is in progress. This area continues to be a focus.5. All students have access to the online credit recovery program Odysseyware. Students are successfully earning credits through the lab classes.6. Walkthroughs were done with ELD Coach Amy Robinson. The program administrator also conducted walkthroughs.7. The teachers are trained in the different ELD strategies on an ongoing basis. Interim assessments are producing more frequent data for monitoring and intervention.8. The list of ELs at JCCS is generated through the electronic student information system. California English Development Test (CELDT) results are analyzed and students who meet the criteria for reclassification are referred to the administrator to initiate the decision-making process.9. The redesignated fluent English proficient students are supported in the classrooms through various ELD strategies used by the teachers.10. Redesignated fluent English Proficient pupils' progress is regularly monitored by the teacher and administrators and reviewed during academic conferencing.11. All students have access to credit recovery using the Odysseyware

12. 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

program.
 12. The Program Administrator of Alternative Education (1.0 FTE) and Director of Innovative Programs and Student Success (0.2 FTE) have provided the support for all activities related to identified actions and services.

BUDGETED

Program Manager - FTE = 1.20
Teacher - FTE = 1 &
Paraeducator - FTE =0.71

General Fund (Fund 01)
 Unrestricted (Resource 0000)

General Fund (Fund 01)
 Unrestricted (Resource 0000)

Certificated Salaries (Major Object 1000) = \$121,153

Employee Benefits (Major Object 3000) = \$34,338

Materials & Supplies (Major Object 4000) = \$1,750

Services & Other Operating Expenditures (Major Object 5000)
 = \$29,265

Indirect Costs (Major Object 7000) = \$17,998

Total \$204,504

ESTIMATED ACTUAL

Program Manager - FTE = 0.67
Teacher - FTE = 1 &
Paraeducator - FTE =0.71

General Fund (Fund 01)
 Unrestricted (Resource 0000)

General Fund (Fund 01)
 Unrestricted (Resource 0000)

Certificated Salaries (Major Object 1000) = \$82,739

Employee Benefits (Major Object 3000) = \$20,742

Materials & Supplies (Major Object 4000) = \$1,170

Services & Other Operating Expenditures (Major Object 5000)
 = \$24,544

Indirect Costs (Major Object 7000) = \$12,467

Total \$141,662

Expenditures

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1.2**

Actions/Services

Expenditures

PLANNED 13. Teachers will implement California Common Core State Standards English Language Arts (ELA)/English Language Development (ELD) and Mathematics in the Juvenile Court and Community Schools (JCCS) 14. Provide all JCCS staff including teachers, paraprofessionals and administrators, professional development related to ongoing instructional program improvement 15. Provide JCCS teachers and administrators instructional coaching support	ACTUAL 13. 100% of teachers are implementing California Common Core State Standards ELA/ELD and Mathematics in the JCCS 14. Staff was provided with Pearson Mathematics in-service, and with professional development on instruction based on Common Core ELA State Standards. 15. Staff was provided instructional support in academic conferencing and ELD.
BUDGETED No Cost	ESTIMATED ACTUAL No Cost

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1.3**

Actions/Services

<p>PLANNED</p> <p>16. Provide a reduced class size for minors at the Juvenile Detention Facility (JDF) School in the Challenge Unit</p> <p>17. 1 FTE of the Teacher + 0.714 FTE of the Paraeducator to implement all classroom activities</p>	<p>ACTUAL.</p> <p>16. The class size has been reduced. It has approximately seven students at any one time.</p> <p>17. The Challenge Unit is fully staffed.</p>
<p>BUDGETED</p> <p>Actions/Services 16-17</p> <p>Certificated Salaries (Major Object 1000) = \$62,794</p> <p>Classified Salaries (Major Object 2000) = \$17,469</p> <p>Employee Benefits (Major Object 3000) = \$26,177</p> <p>Materials & Supplies (Major Object 4000) = \$750</p> <p>Indirect Costs (Major Object 7000) = \$10,344</p> <p>Total \$117,534</p>	<p>ESTIMATED ACTUAL</p> <p>Actions/Services 16-17</p> <p>Certificated Salaries (Major Object 1000) = \$89,236</p> <p>Classified Salaries (Major Object 2000) = \$22,725</p> <p>Employee Benefits (Major Object 3000) = \$34,969</p> <p>Materials & Supplies (Major Object 4000) = \$0</p> <p>Indirect Costs (Major Object 7000) = \$14,179</p> <p>Total \$161,109</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Staff has continued the implementation of the Common Core State Standards (CCSS). Staff has received professional development to support its implementation. Trainings and coaching in the areas of the common core standards, academic conferencing, and ELD strategies have been provided. Odysseyware is used by all students at GHCS and by those students that need to earn credits at JDF School. Project-Based Learning (PBL) continues to be implemented in the classes and will continue to be an area of focus.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	100% of the teachers are implementing the CCSS. They have instructional materials that allow them to do this. They have also received training to help improve this area. ELD strategies are used in the classroom to be able to help all students. Odysseyware allows us to be able to reach many students in either the classroom setting or through Distance Learning. To date we have graduated 9 students in the JCCS program.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Changes in program staff resulted in lower FTE of program manager being provided under the LCAP. Change in teacher at Challenge Unit resulted in higher cost.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Improvement of academic skills continue to be a focus area. Given the short amount of time students spend on the average in JCCS programs we also emphasize credit recovery as a measure of success. PBL will continue to be an area of focus. Walkthrough will become more regular with onsite support and data collection from observations more detailed to facilitate further analysis. Coaching will be offered to teachers as an ongoing service.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 2</h2>	#2 Increase the Educational Transition Planning Services being provided to students.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

1. 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.
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 baseline.
3. 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 SCOE.
4. 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

ACTUAL

1. 15/16 baseline was 64%, actual 63%- goal not met.
2. 15/16 Baseline was 56%, actual 70%- goal met
3. 15/16 Baseline was 45%, actual 54%- goal met
4. 15/16 Baseline was 52%, actual 45%- goal not met

for ongoing program development for SCOE and efforts to promote parental participation.

5. The percentage of students who are provided Transition Education Services will increase by 1% over baseline as measured by SSS case management logs.

5. 14/15 Baseline data was 59%. 15/16 data was 88%. 16/17 data will be tabulated at the end of the school year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2.1**

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none"> 1. Annually review and update the Countywide Plan for Expelled Students 2. Continue to provide Educational Transition Planning Services that support transition and follow up case management of students transitioning from Community School 3. Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from Juvenile Detention Facility (JDF) School and are aligned with a student's individual learning plan 	<ol style="list-style-type: none"> 1. The Countywide Plan was reviewed in September 2016 was conducted in the context of the countywide Student Services Program Directors' regular meeting. Student Services Administrators representing each of the Solano County School Districts participated in the review and provided feedback related to ongoing strategies to address the need of expelled youth countywide and improving positive outcomes for students. 2. The current Student Support Specialist (SSS) provides support to prepare the student to transition to the district educational placement 3. In August 2015, an additional SSS was added to the team to improve transition services and case management at JDF. With the addition of another SSS, 28% more students are being served. Individual learning plans continue to be a part of the transition planning process. With the JDF School's recent Western Association of Schools and Colleges (WASC) Accreditation, the process of students graduating has become seamless.

4. Track number of days between release from JDF and enrollment in their home school.
5. Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.
6. Continue to strengthen the in-take process at the JDF School.
7. 2.95 Full-time equivalent (FTE) of the Student Support Specialist to implement all activities related to identified actions and services

Furthermore, the SSSs provide records in a timely fashion to both JDF School staff and school district liaisons upon a student returning to district. SSSs are also in constant communication with JDF School staff and district liaisons. This is in large part due to the collaborative efforts the SSSs have implemented with all stakeholders. Solano County JDF School Transitions Program is establishing itself as a leader in transitional services. The program has been discussed and presented statewide conferences. The program has been successful in increasing the percentage of students enrolled in their school of residence 90 days after being released from JDF School.

4. The SSSs have attempted to track the number of days between release from JDF to enrollment. This objective continues to be a priority.
5. All teachers at JDF School and GHCS are facilitating academic conferencing with each student. Staff are being trained in best practices in creating and updating individual learning plans.
6. Collaboration and consultation with various internal departments made it possible to update technology and move towards an electronic intake registration process. We have identified a need to transfer pertinent forms into a digital format.
7. The Student Support Specialist implemented all activities related to identified actions and services

BUDGETED

Student Support Specialist – FTE= 2.95

Classified Salaries (Major Object 2000)	= \$212,607
Employee Benefits (Major Object 3000)	= \$79,854
Materials & Supplies (Major Object 4000)	= \$500
Services & Other Operating Expenditures (Major Object 5000)	= \$12,790
Indirect Costs (Major Object 7000)	= \$29,505
Total	\$335,256

ESTIMATED ACTUAL

Student Support Specialist – FTE= 2.95

Classified Salaries (Major Object 2000)	= \$220,731
Employee Benefits (Major Object 3000)	= \$ 81,386
Materials & Supplies (Major Object 4000)	= \$ 4,000
Services & Other Operating Expenditures (Major Object 5000)	= \$8,135
Indirect Costs (Major Object 7000)	= \$30,229
Total	\$343,481

Expenditures

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **2.2**

Actions/Services

<p>We will increase the transition support to foster youth in Solano County by:</p> <ul style="list-style-type: none"> 8. 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 (FYEPT) 9. 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 10. Increase trainings and technical assistance to districts and Child Welfare Services. 11. 0.5 FTE of the Student Support Specialist to support these actions and services 	<p style="text-align: center;">ACTUAL</p> <p>We increased the transition support to foster youth in Solano County by:</p> <ul style="list-style-type: none"> 8. We continue to have our FYEPT meetings to support open communication. There is a total of six meetings scheduled for 16/17 school year. In addition, a SSS is assigned to co-location at Child Welfare Services to support Social Workers with the educational needs of students. 9. SCOE has provided updates to stakeholders on relevant legislation, at the FYEPT and DEL meetings. Additionally, SCOE has provided trainings and presentations to Child Welfare Services staff and organizations that support foster youth. 10. SCOE has provided the following Professional Development Trainings: Restorative Practices, Positive Behavior Intervention and Support (PBIS), Commercially Sexually Exploited Children (CSEC), Resilient Leadership and Trauma Informed Practices. Additionally, school districts and agencies have been providing trainings on foster youth and related McKinney Vento requirements. These trainings cover topics such as immediate enrollment, transportation support and how to access services for homeless and foster youth. 11. 0.5 FTE of the Student Support Specialist to support these actions and services related to foster youth.
<p style="text-align: center;">BUDGETED</p> <p style="text-align: center;">For Actions/Services 8-11 Covered by Foster Youth Services funding</p>	<p style="text-align: center;">ESTIMATED ACTUAL</p> <p style="text-align: center;">For Actions/Services 8-11 Covered by Foster Youth Services funding</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The overall implementation of the actions/services has led to an increase in the Educational Transition Planning Services being provided to students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through our survey results, 54% of parents agreed/strongly agreed that the school prepares their child for a successful transition to their next milestone while 63% of students agreed with this statement. 45% of parents felt that they were involved in the development of their child's Individual Learning plan and 70% of students said they were involved.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Only minor differences due to salary increases.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal is still valid. At this time, we would like to offer transition services more on a year-round basis. We also want to offer more intensive transition services to students returning to their district from the GHCS.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 3</h2>	#3 Increase career readiness services provided to students.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased level of career readiness skills services provided to all students including unduplicated pupils and students with disabilities.

1. 100% of all students will explore career options using California Career Zone, Road Trip Nation, and Junior Achievement.
2. 100% of all students will participate in job shadow/industry speaker activities with local employers.
3. 100% of all students will participate in financial literacy workshops covering budgeting, credit and savings and investments.
4. Increase the number of student testing for the California Food Handlers Certification by 5% over baseline.
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 from baseline.
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 from baseline.
7. Schools offer a broad course of study that includes all of the subject and programs and services developed and provided to and individuals with exceptional needs.

ACTUAL

1. 100% of the students explored career options using California Career Zone, Road Trip Nation, and Junior Achievement.
2. 100% of the students participated in job shadow/industry speaker activities with local employers.
3. 100% of the students participated in financial literacy workshops covering budgeting, credit and savings and investments.
4. There is an increase in the number of student testing for the California Food Handlers Certification by 5% over baseline. 14 students tested and passed the certification process - Goal met.
5. The percentage of students who reported that the school effectively provides them with career readiness workshops increased by more than 3% reaching 56% as measured by the LCAP Student Survey. This translates to 74 students- Goal met
6. The percentage of students who reported that the career readiness workshops demonstrate a connection to their real life increased by 3% reaching 37% (63 students) as measured by the LCAP Student Survey. - Goal met
7. Goal met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **3.1**

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none"> 1. Continue to expand career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement 2. Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments 3. Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an on-line web based program to learn and practice keyboarding skills, basic computer concepts, Microsoft Word, and coding 4. Continue to expand "Success in the Workplace" themed instruction for students in the JCCS including meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety 5. 0.8 Full-time equivalent (FTE) of the Vocational Specialist to implement all activities related to identified actions and services 	<ol style="list-style-type: none"> 1. All the students in the JCCS were provided with Career Tech Education instruction. The lessons include programs such as the California Career Zone, Junior Achievement and other work-readiness hands-on activities 2. All the JCCS students received financial literacy instruction which includes budgeting, credit, and savings and investment 3. JCCS continues to expand its "Preparing for the Workplace" themed and technology integrated instruction which includes basic computer skills which the students use when writing reports and researching for projects. 4. JCCS continues to expand "Success in the Workplace" themed instruction which includes soft skills such as problem-solving, leadership, creativity, decision-making and team-working. 5. There is a 0.80 FTE Vocational Specialist who implements all activities related to identified actions and services.

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>For All Action/Services</p> <p>Vocational Specialist FTE= 0.80</p> <p>Classified Salaries (Major Object 2000) = \$39,326</p> <p>Employee Benefits (Major Object 3000) = \$17,397</p>	<p>For All Action/Services</p> <p>Vocational Specialist FTE= 0.80</p> <p>Classified Salaries (Major Object 2000) = \$39,326</p> <p>Employee Benefits (Major Object 3000) = \$17,407</p>

Materials & Supplies (Major Object 4000) = \$500
Services & Other Operating Expenditures (Major Object 5000) = \$2,415
Indirect Costs (Major Object 7000) = \$5,755
Total \$65,393

Materials & Supplies (Major Object 4000) = \$400
Services & Other Operating Expenditures (Major Object 5000) = \$2,673
Indirect Costs (Major Object 7000) = \$5,771
Total \$65,577

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve the articulated goal has been highly consistent as evidenced by all students at JCCS being provided with a career-readiness class. This class provides the students with knowledge and skills such as resume-writing and mock job interview experience to be able to join the workforce with greater ease. The students who stay at least nine months undergo and pass the Food Handlers Certification and Work Readiness Certification.

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

There is apparent overall effectiveness of the actions/services to achieve the articulated goal as evidenced by positive feedback from students in the LCAP Student Survey which exceed the LEA target outcomes. This shows that the career-readiness activities provided by JCCS to its students are highly effective and appreciated by the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No differences

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal will be continued and services will be intensified to provide more opportunities for work experiences to extend beyond instruction and include possible placement, job shadowing, and field trips.

Annual Update

LCAP Year Reviewed: 2016

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2>Goal 4</h2>	#4 Increase social-emotional support services provided to students.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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 (JCCS) students will increase by 3% from the baseline.
2. The suspension rate for JCCS students will decrease by 5% from the baseline.
3. The chronic absence rate will decrease by 3% from the baseline.
4. The percentage of students who on the 2013-2014 California Health Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there will increase by 5% from the baseline.
5. The percentage of students who on the 2013-2014 CHKS report that they feel safe at school will increase by 5% from baseline.

ACTUAL

1. The baseline average daily attendance rate for JCCS students was 75% in 2014-15 and grew to 81% showing increased by 6% over the baseline.
2. The suspension rate for JCCS students decreased by 14 % to a low of 22%. This is much lower than the target decrease of 5% from the baseline.
3. The chronic absence rate decreased by 6% going from 66% to 60% which is lower than the target decrease of 3% from the baseline.
4. The percentage of students who on the 2013-2014 CHKS reported that they feel there is a teacher or adult who notices them when they are not there increased by 22 percentage points reaching 80%. This increase is higher than the target increase of 5% from the baseline.
5. The percentage of students who on the 2013-2014 CHKS report that they feel safe at school increased by 13 points reaching 55% with an increase that is significantly higher than the target increase of 5 points from baseline.

6. The percentage of students who on the 2013-2014 CHKS report that there is a teacher or adult who really cares about them will increase by 5% from baseline.
7. The percentage of students who on the 2013-2014 CHKS report that they feel like they are a part of their school will increase by 10% from baseline.
8. 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.
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 SCOE and promotion of parental participation.

*Note: Students referred to the JCCS are already expelled. Therefore, this metric is not applicable.

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

6. The percentage of students who on the 2013-2014 CHKS report that there is a teacher or adult who cares about them increased by 33% and reached 85%. The increase is significantly higher than the target increase of 5 points from baseline.
7. The percentage of students who on the 2013-2014 CHKS report that they feel like they are a part of their school increased by 62% and reached 85% with a percentage point increase that is much higher than the target increase of 10 points from baseline.
8. The percentage of students who on the LCAP Student Survey report that the school supports their social-emotional needs was not collected through the CHKS in 2015.
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 45% which did not meet the target of 100%.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

4.1

Actions/Services

PLANNED

1. Provide Student Support Services to students at Golden Hills Community School (GHCS) with a focus on Trauma-Informed Care and Support
2. Formalize a schoolwide continuum of support to ensure social-emotional and behavioral needs of JCCS students are addressed

ACTUAL

1. At GHCS group counseling sessions are provided twice weekly onsite for students to participate in as well as weekly classroom-wide group sessions. Classrooms have begun to implement various trauma-informed strategies: Positive Behavioral Intervention Supports (PBIS) - daily check-in/check-out, token economy, and school-wide recognition system; Mindfulness Practices – and monthly meditation sessions in classroom counseling sessions.

3. Formalize a home visit program implemented by the Student Support Specialist to support and follow-up with JCCS student attendance tracking system
4. Strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School
5. Continue to provide professional development to all Juvenile Court and Community Schools (JCCS) staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
6. Continue to develop and implement a schoolwide Positive Behavior Interventions and Supports (PBIS) system aligned with the Response to Intervention model with a focus on Restorative Justice principles
7. 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)
8. Fully implement a School Attendance Review Board (SARB) to address student attendance and behavioral issues

We will increase the social- emotional support to foster youth in Solano County by:

9. 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
10. Provide training opportunities and coaching to PBIS 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.

2. An electronic in-house referral form using Google Suites has been created for staff to address students' needs. Referrals are documented in both our student information system (Aeries) and are starting to be documented in SWISS (the discipline database recommended as part of PBIS) for easier monitoring.
3. A formal home visit system has been planned but not implemented due to staff shortage.
4. The program administrator is informed monthly regarding student attendance data. Truancy letters are printed out weekly to inform parents and Student Attendance Review Team (SART) are scheduled when the child receives the second truancy letter.
5. The entire staff received trainings trauma informed practices. They also received consultation as needed by the Student Support Specialist
6. JDF and GHCS have begun the process of the three-year implementation plan for Positive Behavior Intervention and Supports (PBIS). Regional trainings on Restorative Practices have been conducted with JCCS staff involved as participants.
7. The program is fully staffed
8. A SARB team was formed and has started to address cases of truancy. An initial result has been an increase in communication with parents. Long-term results in student attendance have been inconsistent to date.
9. SCOE has provided the following Professional Development Trainings: Restorative Practices, PBIS, Commercially Sexually Exploited Children (CSEC), Resilient Leadership and Trauma Informed Practices. Additionally, school districts and agencies have been provided trainings on effectively addressing the needs of foster and homeless youth. These trainings cover topics such as immediate enrollment, transportation support and how to access services for homeless and foster youth.
10. SCOE is the regional lead for PBIS implementation in Solano County. There are currently 6 cohorts and 47 schools participating in trainings and implementation. SCOE supports the implementation and training of School Wide Information System (SWIS) which supports problem solving and decision making at school sites. Additionally, SCOE supports ongoing coaching efforts. SCOE provides Positive School Climate Services to districts. Positive School Climate Services provide social emotional groups to districts to support a multi-tiered system of support. Groups are 12 weeks long and based on an evidence based curriculum. SCOE projects 18 social emotional groups for the

Expenditures

	16/17 school year.
BUDGETED Included in staffing of Goal #2 Transition Services (\$335,256)	ESTIMATED ACTUAL Included in staffing of Goal #2 Transition Services (\$343,481)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>The overall implementation of the actions and services has supported the goal of increasing social-emotional support services provided to students. As part of our efforts to support and coordinate services for foster youth, SCOE provided 14 total Socio-Emotional Learning groups at school district sites. According to student support specialists, improvement was noted with peer interactions, coping skills, ability to label emotions and attendance. School administration reported that office discipline referrals had decreased for participants in the Positive School Climate groups.</p> <p>The Student Support Specialist (SSS) at GHCS helps support students' success by working on social and emotional learning, conflict resolution strategies, and problem solving. She gives students strategies on how to cope with differences they may have with teachers and classmates. She also supports them with their social emotional needs that may impact their access to the curriculum. The SSS also works with students on their transitional goals to return to the comprehensive school and offers group counseling two times a week. She also helps them fulfill their community service requirement by taking them to the local food bank for volunteer work.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Although the students are offered multiple supports, only 43% feel that their social-emotional needs are being met. 57% believe that their questions and concerns are taken seriously. Data shows improvement in the percentage of students who and among those who believe their teachers care and who feel a sense of belonging in school. Progress remains to be made in the area of perceived safety.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Small difference due to salary range changes.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>The continued implementation of monthly SARB meetings will be an area of focus for 17-18. This will strengthen our student attendance system. Professional Development on Restorative Justice and Trauma-Informed Care and Support will be continued and intensified to provide a range of counseling options based on need. There is a continued need for increasing social-emotional learning groups and services to meet our countywide obligation to support foster youth in Solano County. The reduction of suspensions continues to be an essential component of this goal and will be addressed by creating alternative to suspension which may involve restorative practices.</p>

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The stakeholder engagement process began in early November of 2016. Ten stakeholder engagement meetings took place during the 2016-2017 school year. This included meetings with parents and students, as well as facilitated opportunities for all Solano County Office of Education (SCOE) staff to provide input. We also consulted with the Solano County bargaining unit representatives including the Solano County Education Association; the California School Employees Association, Solano Chapter; and the Solano School Bus Drivers, Public Employees Union Local 1. We engaged in stakeholder input meetings with Juvenile Detention Facility (JDF) School, Golden Hills Community School (GHCS), and Division of Unaccompanied Children's Services (DUCS) 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. Finally, we meet with a large contingent of local businesses that have been supporting Career Technical Education (CTE) and Workforce Development programs.

In addition, we met with the members of the Foster Youth Education Planning Team (FYEPT) which includes foster youth advocacy representatives from the following partner agencies:

County Partners:

Solano County Juvenile Court System

Solano County Board of Supervisors

Placing Agencies:

Solano County Department of Health and Social Services - Child Welfare Services

Solano County Probation Department

Local Education Agencies:

Benicia Unified School District Dixon 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.

The stakeholder engagement process was conducted from November 2016 to March of 2017. Five specific stakeholder engagement meetings specifically included students from each of our Juvenile Court and Community Schools (JCCS) instructional programs to provide them the opportunity to be actively engaged in and provide input during the stakeholder engagement process.

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 had the opportunity to provide input relative to the current goals and actions and the extent to which they felt student needs were being adequately addressed.

In addition to face-to-face stakeholder engagement meetings, JCCS parents, teachers and students; Probation staff; and DUCS partners were invited to provide input into the development of the LCAP by way of a survey. The survey was available in English and in Spanish.

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

Date/ Time	Location	Group	Meeting Title
November 17, 2016 1:30 PM - 3:30 PM	GHCS	Solano District Homeless and Foster Youth Liaisons	District Education Liaison Meeting
December 7, 2016 1:00 PM - 2:00 PM	JDF	SCOE, and JDF Staff and Students	JDF Staff Meeting
December 8, 2016 1:15 PM - 2:15 PM	GHCS	Golden Hills staff, students and parent representatives	GHCS Site Council
December 12, 2016 2:40 PM – 3:40 PM	JDF	SCOE and JDF Staff and Students	JDF School Site Council
January 26, 2017 5:00 PM - 6:00 PM	GHCS	Staff, Parents and Students	Parent Advisory Meeting
January 30, 2017 11:45 AM - 1:15 PM	Solano Government Center	Foster Youth Advocates	Foster Youth Education Planning Team
February 2, 2017 3:05 PM - 4:05 PM	DUCS	SCOE and DUCS Staff and Students	DUCS School Site Council
February 16, 2017 3:00 PM – 4:30 PM	GHCS	SCOE Bargaining Unit Representatives and SCOE Staff	Consultation with Bargaining Unit Representatives
February 16, 2017 5:00 PM - 6:00 PM	GHCS	Staff, Parents and Students	Parent Advisory Meeting
February 27, 2017 11:00 AM - 12:00 PM	SCOE	SCOE Management Advisory Council (MAC)	MAC Meeting

March 9, 2017 5:00 PM - 6:00 PM	GHCS	Staff, Parents and Students	Parent Advisory Meeting
March 14, 2017 9:00 AM – 11:00 AM	SCOE	Business Community	JCCS and Business Collaborative
March 17, 2017 3:30 PM – 5:00 PM	SCOE	All SCOE Staff	SCOE Staff LCAP Stakeholder presentation

The specific actions that were taken to meet statutory requirements for stakeholder engagement pursuant to Ed Codes 52026, 52068 and 47606.5 include a presentation of the LCAP draft prepared for the SCOE Parent Advisory Committee that parents (and non-custodial parents) of targeted pupil identified in Ed Code section 42238.01 were invited to attend on February 16, 2017 and March 9, 2017 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 JCCS 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 14, 2017. The final approval took place in conjunction with the final budget approval at the June 28, 2017 County Board of Education meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

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

1. Strengthening of our instructional program to accommodate effectively a variety of skill levels and to support students for credit recovery and progress toward graduation.
2. Additional family support
3. Supporting the behavioral and emotional development of our students especially considering the likelihood that many of them have experience trauma.
4. Increased efforts to foster student engagement through field trips, use of technology, and project-based learning.
5. Afterschool programs for families and students.
6. Increase communication to parents about student data.
7. Internship programs for GHCS and increased career technical education options.
8. Increase career readiness services at JDF
9. Create a student driven approach to Individual Learning Plans
10. Additional professional development for staff on how to best serve our students

The collective impact of these stakeholder meetings resulted in our choice of goals and services addressing the recommendations listed above. For example, a need to increase parent's opportunity for participation, access to workshops about effective parenting strategies, family support, and afterschool support, which was clearly identified by the Golden Hills families, brought to our attention the importance to strengthen our plan in these areas. Input gathered during the stakeholder engagement process not only contributed to the development of and informed the LCAP goals but also served as a way to inform and educate our key stakeholders including parents, students, community partners and foster youth agencies about the 10 state priorities and how the LCAP will continue to serve as a focus for SCOE relative to redirection of resources to support the needs of all students including English learners, socioeconomically disadvantaged youth, and foster youth.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

Unchanged

Goal 1

#1 Improve the instructional program being provided to students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

The academic skills of the students continue to be an area of focus in both English Language Arts (ELA) and Math based on California Assessment of Student Performance and Progress (CAASPP) and local assessments. Most students in the Juvenile Court and Community Schools (JCCS) programs are credit deficient and below grade level. There is a continued need for credit recovery programs and academic support.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of ELA, Math, and NGSS standards	100%	100%	100%	100%
SBAC ELA (CAASPP) assessments – Standard Met	4% based on 2014/15	2% over baseline	3% over baseline	4% over baseline
SBAC Math (CAASPP) assessments – Standard Met	1% based on 2014/15	5% over baseline	6% over baseline	7% over baseline

Odysseyware credits earned	TBD- based on June 2017 data	1% over baseline	2% over baseline	3% over baseline
Renaissance Learning- STAR Reading Assessment grade equivalent growth	43% based on 2015/16 data	5% over baseline	7% over baseline	9% over baseline
Renaissance Learning- STAR Reading Assessment scaled scores	49% based on 2015/16 data	5% over baseline	7% over baseline	9% over baseline
Renaissance Learning- STAR Math Assessment grade point equivalent	33% based on 2015/16	2% over baseline	4% over baseline	6% over baseline
Renaissance Learning- STAR Math Assessment scaled score	29% based on 2015/16	2% over baseline	2% over baseline	2% over baseline
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	82% based on 2016/17	5% over baseline	5% over baseline	5% over baseline

SCOE.				
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.	72% based on 2016/17	5% over baseline	5% over baseline	5% over baseline
Teachers of the district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Every pupil in the school district has sufficient access to standards/ aligned instructional materials. School facilities are maintained in good repair.	100%	100%	100%	100%
The percentage of English Learner pupils who make progress toward English proficiency as measured by CELDT will increase by 2% over baseline each year.	2016/17 baseline was 44%	2% over baseline	2% over baseline	2% over baseline
English Learners reclassification rate	2016/17 Baseline is 0%	10% over baseline	10% over baseline	10% over baseline

Provide all JCCS staff, including teachers, paraprofessionals and administrators, professional development and instructional coaching support as related to ongoing instructional program improvement.	100% of all JCCS staff have received professional development related to the ongoing instructional program improvement based on 2016/17 data.	100%	100%	100%
Develop a timeline for the 2017/18 school year and implement Project-Based Learning activities in all JCCS programs.	Students will complete 1 PBL project during the 2017/18 school year.	Students will complete 1 PBL projects each semester.	Students will complete 3 PBL projects per school year.	Students will complete 4 PBL projects per school year.
JCCS students will participate in virtual lab classes via the use of instructional technology.	Students will complete 1 virtual lab activity during the 2017/18 school year.	Students will complete 1 virtual lab activity each semester.	Students will complete 2 virtual lab activities each semester.	Students will complete 3 virtual lab activities each semester.
Conduct classroom walkthrough activities and provide timely feedback to teachers utilizing the feedback tool and monitoring system.	Baseline is 36 total walk through activities during the 2015/16 school year.	20 over baseline	40 over baseline	60 over baseline
The JCCS programs will provide a broad course of study that includes all the subject areas described in Section 51210 and Section 51220 (a) to (i), as applicable, to support all students, including unduplicated pupils and individuals with exceptional	100%	100%	100%	100%

needs, as evidenced by the data collected from the instructional program monitoring system.				
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<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 JCCS 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 CTE sequences or programs of study that align with State Board-approved CTE standards and frameworks is not</p>	N/A	N/A	N/A	N/A
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applicable in the JCCS context.

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

***** The Early Assessment Program results re embedded in the SBAC results for ELA and Mathematics.

***** The Advanced Placement Exams are not provided in SCOE programs at this time.

PLANNED ACTIONS / SERVICES

Action **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1. Provide all JCCS staff, including teachers, paraprofessionals and administrators, professional development related to ongoing instructional program improvement.
 1. Teachers will implement California Common Core State Standards English Language Arts/ English Language Development and Mathematics in the Juvenile Court and Community Schools.
 2. Provide JCCS teachers and administrators instructional coaching support.
 3. Support the development and implementation of Project-Based Learning.
 4. Develop a model for providing JCCS students lab classes via the use of instructional technology.
 5. Develop a JCCS instructional program with the walkthrough, feedback, and monitoring system.

<ul style="list-style-type: none"> 6. Continue to provide Odysseyware online credit recovery services to students. 7. Provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit 8. 1 Full-time equivalent (FTE) of the Teacher + 0.714 of the Paraeducator to implement all classroom activities 9. ADD- 0.34 FTE Program Manager to support coaching and other identified actions and services. 		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	<ul style="list-style-type: none"> 1 - \$131,156 2 - \$ 24,360 3 - \$ 50,741 4 - \$ 1,500 5 - \$ 26,341 6 - \$ 23,597 	Amount		Amount	
Source	LCFF – Unrestricted General Fund	Source		Source	
Budget Reference	<ul style="list-style-type: none"> 1 – Certificated Salaries 2 – Classified Salaries 3 – Employee Benefits 4 – Books and Supplies 5 – Services and Other Operating Expenses 6 – Indirect Costs 	Budget Reference		Budget Reference	

[PLANNED ACTIONS / SERVICES](#)

Action **1.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)] _____

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All schools Specific Schools: _____ Specific Grade spans: ___ Grades 6-12 _____

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

1. Develop a system of identifying English Language learners and create a schedule by which English Learners and Redesignated Fluent English Proficient students are monitored and reclassified to support their individual needs through specific interventions.
2. Strengthen the instructional delivery and monitoring system for English Language Development instruction.
3. ADD- 0.20 FTE Program Manager to support coaching for staff, case management and other identified actions and services with Foster Youth, English Learners and Low Income students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount</p>	<p>Amount</p>	<p>Amount</p>
<p>1 - \$23,200 2 - \$ 8,416 3 - \$ 632 4 - \$ 3,251</p>		
<p>Source</p>	<p>Source</p>	<p>Source</p>
<p>LCFF – Unrestricted General Fund</p>		
<p>Budget Reference</p>	<p>Budget Reference</p>	<p>Budget Reference</p>
<p>1 – Certificated Salaries 2 – Employee Benefits 3 – Services and Other Operating Expenses 4 – Indirect Costs</p>		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

There is a need to provide students with services that promote the development of successful transition and life skills. Metrics used to identify need include analysis of stakeholder input.

In addition to existing transition services, SCOE will provide the following:

- increased services for students at Golden Hills Community School (GHCS) to support transition back to the school of residence in close collaboration with their school district.
- review of the Countywide Plan for Expelled Youth to ensure the appropriate services for all students countywide.
- continue to provide coordination of services to foster youth throughout the County 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.
- 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	34% baseline 2015/16	10% over baseline	12% over baseline	15% over baseline
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.	67% baseline 2015/16	10% over baseline	12% over baseline	14% over 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 SCOE.	67 % baseline 2015/16	10% over baseline	12% over baseline	14% over baseline

<p>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 SCOE and efforts to promote parental participation.</p>	<p>67% baseline 2015/16</p>	<p>10% over baseline</p>	<p>12% over baseline</p>	<p>14% over baseline</p>
<p>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.</p>	<p>88% baseline 2015/16</p>	<p>1% Over baseline</p>	<p>2% Over baseline</p>	<p>3% Over baseline</p>
<p>Track number of days between release from Juvenile Detention Facility (JDF) and enrollment in their home school.</p>	<p>Baseline is 0 for the 2016/17 school year</p>	<p>100%</p>	<p>100%</p>	<p>100%</p>
<p>The JCCS program will host 4 family related activities that promotes parental participation in programs for unduplicated pupils and students with exceptional needs.</p>	<p>1 event held during the 2016/17 school year</p>	<p>4 events held during the school year</p>	<p>Maintain the number of events</p>	<p>Maintain the number of events</p>

<p>The annual review of the Countywide Plan for Expelled Students will be used as a tool to update the new 3-year plan.</p>	<p>The plan was last reviewed in August 2016</p>	<p>The new Countywide plan will be written and approved by June 2018</p>	<p>The plan will be reviewed by September 2018</p>	<p>The plan will be reviewed by September 2019</p>
<p>There will be a 50% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of foster youth.</p>	<p>There was a total of 8 training and professional development opportunities during the 2016/17 school year.</p>	<p>15% over baseline</p>	<p>30% over baseline</p>	<p>50% over baseline</p>
<p>There will be a 30% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of homeless youth.</p>	<p>SCOE has offered 4 trainings to school district staff the needs to identify and support homeless youth and on the McKinney Vento requirements. These trainings cover topics such as immediate enrollment, transportation support and how to access services. A county wide event on Commercially Sexually Exploited Children targeted the increased vulnerability for homeless students.</p>	<p>10% over baseline</p>	<p>20% over baseline</p>	<p>30% over baseline</p>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

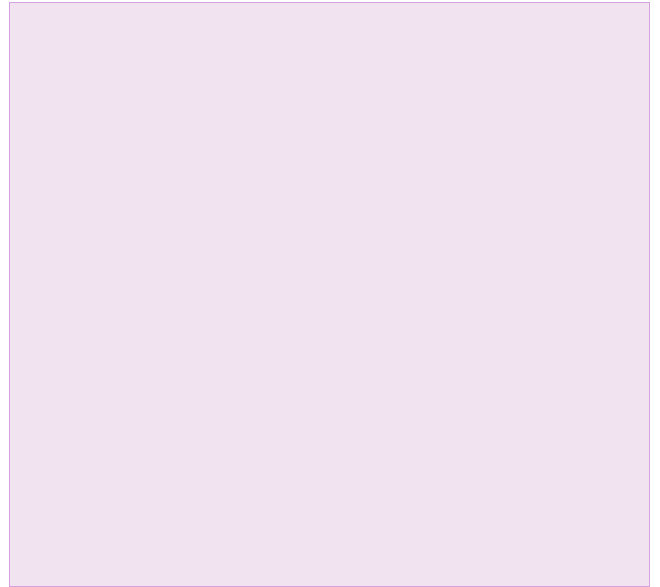
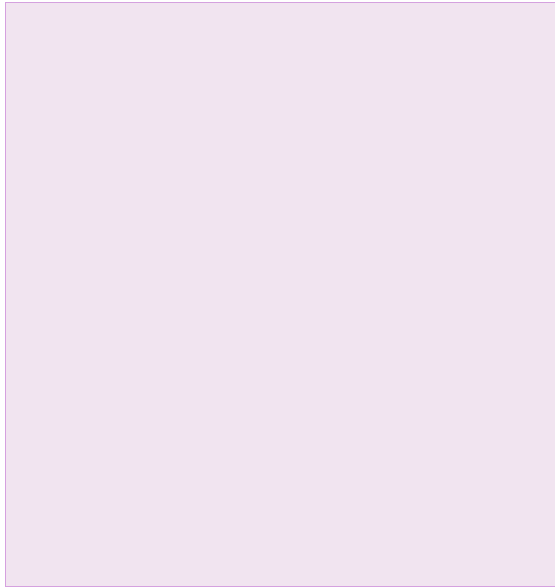
<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ol style="list-style-type: none"> Annually review and update the Countywide Plan for Expelled Students There will be evening events held at JCCS schools quarterly to provide parents with information, solicit feedback on decisions, and to provide opportunities for socialization with staff. Additional outreach will be provided to families of unduplicated pupils and individual with exceptional needs to increase their participation. Increase Educational Transition Planning Services that support transition from Golden Hills Community School Develop a case management plan 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 JDF School and are aligned with a student's individual learning plan

6. Track number of days between release from JDF and enrollment in their home school.
7. Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.
8. Continue to strengthen the in-take process at the Juvenile Detention Facility School.
9. A 3.15 Full-time equivalent of the Student Support Specialists to implement all activities related to identified actions and services.



BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1 - \$267,461 2 - \$103,385 3 - \$ 900 4 - \$ 10,088 5 - \$ 38,489		
Source	LCFF – Unrestricted General Fund		
Budget Reference	1 – Classified Salaries 2 – Employee Benefits 3 – Books and Supplies 4 – Services and Other Operating Expenses 5 – Indirect Costs		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>We will increase the transition support to foster and homeless youth in Solano County by:</p> <ol style="list-style-type: none"> Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team. AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18) outreach to foster youth concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam. Increase trainings and technical assistance to districts and Child Welfare Services. 		

- 4. Increase trainings and technical assistance to districts and Child Welfare Services on homeless youth and McKinney-Vento requirements.
- 5. 0.6 Full-time equivalent of the Student Support Specialist to support these actions and services

Empty Cell

Empty Cell

Empty Cell

Empty Cell

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
	Included in Action 2.1				
Amount	(1 - \$267,461) (2 - \$103,385) (3 - \$ 900) (4 - \$ 10,088) (5 - \$ 38,489)	Amount		Amount	
Source	LCFF – Unrestricted General Fund	Source		Source	
Budget Reference	1 – Classified Salaries 2 – Employee Benefits 3 – Books and Supplies 4 – Services and Other Operating Expenses 5 – Indirect Costs	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 3

#3 Increase career readiness services provided to students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

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 (CTE) and workforce development programs and services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of all students will explore career options using California Career Zone, Road Trip Nation and Junior Achievement	100% baseline 2015-16	Maintain 100%	Maintain 100%	Maintain 100%
100% of all students will participate in job shadow/industry speaker activities with local employers	100% baseline 2015-16	Maintain 100%	Maintain 100%	Maintain 100%
100% of all students will	100% baseline 2015-16	Maintain 100%	Maintain 100%	Maintain 100%

participate in financial literacy workshops covering budgeting, credit and savings and investments				
Increase the number of student testing for the California Food Handlers Certification in the Challenge program and Golden Hills Community School	92% baseline 2015-16	Increase 2% over baseline	Increase 4% over baseline	Increase 6% 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	56% baseline 2016-17	Increase 3% over baseline	Increase 6% over baseline	Increase 9% over 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	34% baseline (2015-16)	Increase 3% over baseline	Increase 6% over baseline	Increase 9% over baseline

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<ul style="list-style-type: none"> Continue to expand career exploration instruction for students in Juvenile Court and Community Schools (JCCS) programs including California Career Zone, Road Trip Nation, and Junior Achievement. Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments. Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an 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 JCCS including 		

- meeting deadlines, multitasking, adapting to change, goal setting, digital citizenship, and internet safety.
- Consult with CTE Department for staff training and increased opportunities for students.
- 0.8 Full-time equivalent of the Vocational Specialist and .06 full-time equivalent Program Manager to implement all activities related to identified actions and services



BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1 - \$ 6,967 2 - \$40,207 3 - \$21,894 4 - \$ 400 5 - \$ 4,679 6 - \$7,474	Amount		Amount	
Source	LCFF – Unrestricted General Fund	Source		Source	
Budget Reference	1 – Certificated Salaries 2 – Classified Salaries 3 – Employee Benefits 4 – Books and Supplies 5 – Services and Other Operating Expenses 6 – Indirect Costs	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

New

Modified

Unchanged

Goal 4

#4 Increase social-emotional support services provided to students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student engagement and connectedness and positive behavior will improve as measured by the	81% baseline (2015-16)	Increase 3% over baseline	Increase 3% over baseline	Increase 3% over baseline

<p>following:</p> <ul style="list-style-type: none"> •The average daily attendance rate for JCCS students will increase by 3% from the baseline. 				
<p>The suspension rate for JCCS students will decrease by 5% from the baseline.</p>	22% baseline (2015-16)	Decrease 5% from baseline	Decrease 10% from baseline	Decrease 15% from baseline
<p>The chronic absence rate will decrease by 3% from the baseline.</p>	60% baseline (2015-16)	Decrease 3% from baseline	Decrease 6% from baseline	Decrease 9% from baseline
<p>The percentage of students who on the most recent California Health Kids Survey (CHKS) report that they feel there is a teacher or adult who notices them when they are not there will increase by 5% from the baseline.</p>	80% baseline (2015-16)	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline
<p>The percentage of students who on the most recent CHKS report that they feel safe at school will increase by school will increase by 5% from baseline.</p>	55% baseline (2015-16)	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline
<p>The percentage of students who on the most recent CHKS report that there is a teacher or adult who really cares about them will increase by</p>	85% baseline (2015-16)	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over baseline

5% from baseline.				
The percentage of students who on the most recent CHKS report that they feel like they are a part of their school will increase by 10% from baseline.	85% baseline (2015-16)	Increase 10% over baseline	Increase 5% over baseline	Maintain 100%
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.	32% baseline (2016-17)	Increase 5% over baseline	Increase 10% over baseline	Increase 15% over 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%.	100% baseline (2015-16)	Maintain 100%	Maintain 100%	Maintain 100%
There will be a 15% increase in the number of trainings and professional development opportunities for SCOE staff and partner agencies related to the support of foster youth	There was a total of 8 training and professional development opportunities during the 2016/17 school year.	15% over baseline	30% over baseline	50% over baseline

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

**Note: The students referred to the JCCS have already been expelled or remanded to the Juvenile Detention Facility (JDF) or Division of Unaccompanied Children's Services (DUCS) program. They would not be expelled further therefore; this metric is not applicable to the JCCS context.

*** The High school graduation rate does not apply to Solano County Office of Education JCCS programs as the four year high school cohort graduation rate is not typically found to be applicable to COE schools and programs.

N/A

N/A

N/A

N/A

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<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 JCCS student attendance tracking system • Strengthen the student attendance and chronic absence monitoring and data tracking system for students at Community School. • Continue to provide professional development to all JCCS staff including administrators, teachers, 		

paraprofessionals and student support specialists related to Trauma-Informed Care and Support

- Continue to develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles.
- Fully implement a School Attendance Review Board to address student attendance and behavioral issues
- 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services (shared w/Goal #2 Transition Services part of the 3.15 FTE)
- Providing after school activities for students and families to include socializing activities, trainings, and receive input.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Included in Goal 2 – items in parenthesis included in Goal 2 (1 - \$267,461) (2 - \$103,385) (3 - \$ 900) + \$1,500 (4 - \$ 10,088) + \$3,500 (5 - \$ 38,489) + \$ 504	Amount		Amount	
Source	LCFF – Unrestricted General Fund	Source		Source	
Budget Reference	1 – Classified Salaries 2 – Employee Benefits 3 – Books and Supplies 4 – Services and Other Operating Expenses 5 – Indirect Costs	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 697,355

Percentage to Increase or Improve Services:

10.65 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

As County Office of Education our LCAP includes for the most part services provided to all our students. Our actual unduplicated student count ranges from 75.56 percent at Golden Hills Community School (GHCS), to 100 percent at Juvenile Detention Facility (JDF), to 100 percent at the Division of Unaccompanied Children (DUCS).

Most of following proposed services were selected to address while also addressing the needs of unduplicated students through improved instruction, reduced class size, and monitoring of instructional practices. Other actions and services were more specific to unduplicated students.

All students and unduplicated students:

- Develop a model for providing Juvenile Court and Community Schools (JCCS) students lab classes via the use of instructional technology. This will increase students' technology skills, provide more engaging activities, and make individual differentiation easier. Increased use of technology will also increase the use of web-based tools for individual instruction in English Language Development.
- Develop a JCCS instructional program with the walkthrough, feedback, and monitoring system. Walkthroughs will evaluate the implementation of evidence-based strategies and the provision of language development instruction for English Learners.
- Continue to provide Odysseyware online credit recovery services to all students.
- Continue to provide a reduced class size for minors at the Juvenile Detention Facility School in the Challenge Unit by adding 1 Full-time equivalent (FTE) Teacher + 0.714 Para-educator to the base program to implement all classroom activities and to increase our ability to serve all students, including additional support for unduplicated students.
- Teachers will continue the implementation California Common Core State Standards English Language Arts/English Language Development and Mathematics in the JCCS. Provide all JCCS staff, including teachers, paraprofessionals and administrators, with professional development related to instructional practices addressing the standards
- Increase support for the implementation of Project-Based Learning which can be very effective with all students but especially relevant to support English Learners with a meaningful context for language development.

English Learners:

- Develop a system of identifying English Language Learners and create a schedule by which English Learners are closely followed to consider appropriate reclassification and to effectively monitor Redesignated Fluent English Proficient students.
- Review and/or improve the instructional delivery program for English Learners

- Increase coaching support for JCCS teachers with special emphasis on the instructional needs of English Learners.
- Add 0.6 FTE Program Manager to support coaching and other identified actions and services for English Learners.

Expelled Students

- Annually review and update the Countywide Plan for Expelled Students
- Increase Educational Transition Planning Services that support transition from Golden Hills Community School
- Develop a more structured case management plan of students transitioning from Community School
- 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
- Continue to provide professional development to all JCCS staff including administrators, teachers, paraprofessionals and student support specialists related to Trauma-Informed Care and Support
- Continue to develop and implement a schoolwide Positive Behavior Intervention and Supports system aligned with the Response to Intervention model with a focus on Restorative Justice principles.
- Increase our home visit program implemented by the Student Support Specialist to support and follow-up with JCCS student attendance tracking system
- Improve the student attendance and chronic absence monitoring and data tracking system for students at Community School.
- Fully implement a School Attendance Review Board to address student attendance and behavioral issues
- 1 Full-time equivalent (FTE) to implement all activities related to identified actions and services for expelled students at Golden Hills Community School (part of the 3.15 FTE shared w/Goal #2 Transition Services)

Students in the Detention Facility

- Continue to strengthen the Educational Transition Planning Services that supports transition and follow-up case management of students transitioning from JDF School and are aligned with a student's individual learning plan
- Fully implement and monitor a process and procedure whereby teachers will meet with the student at least three times per year to review and revise the student's individual learning plan as appropriate.
- Continue to strengthen the in-take process at the JDF School.
- Improve the tracking of number of days between release from JDF and enrollment in their home school. Accomplished by reprioritizing Student Support Specialists' tasks.
- 3.15 full time equivalent Student Support Specialists to implement all activities related to identified actions and services for expelled students and students in the Detention Facility. (Shared by Goals 2 and 4)

All students including unduplicated students:

Continue to expand career exploration instruction for students in JCCS programs including California Career Zone, Road Trip Nation, and Junior Achievement.

- Continue to expand financial literacy instruction for students in JCCS programs including budgeting, credit, and savings and investments.
- Continue to expand "Preparing for the Workplace" themed and technology integrated instruction for students in the JCCS including an 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
- Increase collaboration with the CTE Department for staff training and increased opportunities for students.

We will increase support to Foster Youth in Solano County by:

- Increasing communication between partner agencies concerning foster youth. This will be accomplished through outreach and increased membership in the Solano County Foster Youth Educational Planning Team.
- AB 172 legislation retroactively suspends the California High School Exit Exam requirement for graduation through 2017-18) outreach to foster youth

concerning their ability to obtain a high school diploma if they did not previously pass the California High School Exit Exam.

- Increase trainings and technical assistance to districts and Child Welfare Services.
- 3.15 full time equivalent Student Support Specialists to implement all activities related to identified actions and services for expelled students and students in the Detention Facility. (Shared by Goals 2 and 4), part of which was dedicated to the support of foster, homeless, and low income students in our care.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 CCR 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 *EC* 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?