

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Solano County Office of Education

CDS Code:

48104886089668

Link to the LCAP:

(optional)

[https://www.solanocoe.net/uploaded/LCAP/S
COE/2019_Local_Control_and_Accountability_Plan_Annual_Update_Solano_County_Office_of_Education_20190903.pdf](https://www.solanocoe.net/uploaded/LCAP/S%20COE/2019_Local_Control_and_Accountability_Plan_Annual_Update_Solano_County_Office_of_Education_20190903.pdf)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and
Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

SCOE programs serve students who are incarcerated, who are on probation, or who have been expelled. Approximately 70% of the students are from low-income families, are foster students, or English learners. Our strategy is to support both the educational and social-emotional needs of our students to help them graduate and plan for college and/or a career. Many of our students come to us with substantial credits and skill gaps. To support these needs, we have employed para-educators to work with students one on one or in small groups and provide the necessary scaffolding under the teacher's supervision. Many of our students have experienced or are experiencing significant trauma in their lives. To provide emotional learning, social skills, and self-control, we are employing student support specialists (SSS) who monitor students' progress on their individual learning plans and provide trauma-informed care. They also facilitate restorative circles to help students deal with conflict in constructive ways and to offer an alternative to suspension. The SSS also support students, especially from the Juvenile Detention Facility, with reentry into their school of residence. They plan with the students for the transition, work with the receiving staff, and monitor the students' status after release. Our LCAP Goals include increased achievement, successful transition out of our programs, college and career services, and improved social-emotional support services. We provide ongoing professional development to our administrators and staff to increase our capacity to address the needs of our students and engage in continuous improvement based on data analysis and connected planning.

In addition, as the County Office of Education, we provide services for districts and their students who are, homeless, in foster care or have been expelled. Our Foster and Homeless Youth department provides services to school districts to address the needs of homeless students countywide, offering coordination and technical assistance. Consistent with the California State Priorities, SCOE has an obligation to coordinate services and provide technical assistance to districts for foster youth and expelled students. Administrators and student wellness specialists work closely with our districts in Solano County on behalf of students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP and School Plan Student Achievement are completely aligned and identify the same goals and services. Federal and State funding support these services in a way that creates a seamless funding source. We have worked closely with our business office to accomplish this. Federal funds contribute to support our LCAP goals in the area of student achievement by supporting additional academic services intended to address students' skill gaps. Federal funds also support providing the professional development necessary to meet our goals in the area of evidence-based practices. Transition services supplement our LCAP funds to support the position of student support specialist, sustaining transition services for students returning to their school of residence at the end of their stay in the juvenile detention facility.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Solano County Office of Education (SCOE) manages the Solano Juvenile Detention Facility School (JDF) which serves students who are incarcerated, and the Golden Hills Community School (GHCS) which serves students who have been expelled by their district of residence, or have been placed through their district SARB or by Solano County Probation.

Based on data from the California Department of Education (CDE), low income students comprise 100 percent of the students at JDF and 67 percent of the students at GHCS. Ninety percent of the students at at GHCS are minority students and 95.4 percent of the students at JDF are minority students.

Low-income and minority students served by SCOE are not taught at higher rates than other students by ineffective/misassigned teachers. All our 6 teachers serving the schools have the appropriate credential to teach in court and community schools and are qualified to serve in their assignment as determined by our credential analyst office in conformity with the requirements established by the California Commission on Teacher Credentialing (CCTC).

Low-income and minority students served by SCOE are not taught at higher rates than other students by out-of-field teachers. All our 6 teachers have demonstrated the required subject matter competence in their subject area(s) and for their assigned programs and none of our teacher is working with limited permits.

Low-income and minority students served by SCOE are not taught at higher rates than other students by inexperienced teachers. An analysis of our Human Resources records indicated that all our 6 teachers have more than 2 years of experience ranging from 4 to over 30 years of teaching.

Process for Identifying Disparities. Our Credential Specialist evaluates each new teacher's credentials and qualifications and identifies any of them who are classified as ineffective/misassigned, out-of-field, or inexperienced, based on the criteria provided by the CDE's equity data definitions. Our Equity Team meets quarterly to analyze the distribution of any identified teacher in relation to our low-income and minority student population.

Root Cause Analysis of Equity Data. Currently, we have no ineffective/misassigned, inexperienced, or out-of-field teachers working with low-income and minority students. All our classes are taught by fully credentialed, qualified, and experienced teachers.

Data Identified Challenges. The process of securing qualified teachers has not been without challenges related primarily to the statewide shortage of teachers and our Human Resources department has supported us through intense outreach and nimble actions. Our collaboration with credentialing programs and support for a teaching career path for para-

educators have positively affected our ability to recruit and retain teachers. Other positive factors include collaborative time built in the certificated contract and a strong collaboration with the teacher bargaining unit in supporting newly hired teachers with appropriate mentoring. Our teachers are also provided ample opportunities for professional growth and ongoing coaching aligned with identified best practices.

Engaging Equity Stakeholders. Following is a list of the members of our Equity Team:

- The Associate Superintendent of Human Resources and Educator Effectiveness and the Credential Analyst and Induction Manager
- The Associate Superintendent for Student Programs and Services
- The Director of Student Services, Equity, and Support Services
- The Program Administrator for our court and community school programs
- Teachers' and para-educators' representatives
- Representatives from our collective bargaining unions
- The English Learners Coordinator
- Parents and students from the School Site Councils
- Solano County Probation
- Advisers from Solano Community College
- The Solano Student Services Network

The Equity Team is provided with educator equity data and with the requirements associated with federal and state statutes, including the ESSA, CDE, and CCTC definitions of pertinent categories. The Team identifies any disparities and develops any necessary plan of action to correct them. If disparities are identified, the Team meets monthly until any issue is resolved.

Possible actions. At this time, no disparities need to be addressed as a result of our equity data analysis process. If disparities are identified in the future SCOE Equity Team will engage in identifying possible challenges and address its root causes. Selected challenges will be strategically prioritized in terms of their relevance to the disparities. Possible areas to be considered include recruitment practices, the teacher turnover rate, and supports for new teachers. The Equity Team will develop an action plan according to identified priorities, set timelines, and implement the plan with ongoing monitoring, self-evaluation, and reporting in relation to collected equity data.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Stakeholder meetings and seasonal events are designed as two-way communication meetings and parents are supported in presenting suggestions on how better engage them in support and governance for the school. During 2018-19 a nonprofit group has worked with our administrators and staff in increasing cultural competency in working with students and their families. The program has been instrumental in establishing positive connections with some families. The contract with this consultant has been renewed for 2019-20. A teacher at the Juvenile Detention Facility (JDF) has been offering piano classes to the students and they have organized recitals during visiting hours for the parents. These events allowed Probation and school staff to connect with the parents and talk about the student's plans for after release and to listen to their concerns and hopes.

Information is sent to families at the beginning of the school year as part of their annual notification. Every document is distributed in English and Spanish to match our linguistic groups. Additional information is sent home in writing and our attendance liaison advises the principle on the language to use and on the type of explanation needed to make our documents family friendly. In communicating with our parents we make any accommodation that is needed to provide equal access to all. Currently our parents speak either English or Spanish so every document sent home is in both languages. Solano County Office of Education (SCOE) supports parents with disabilities by providing any needed accommodation or service necessary to promote their participation in parent programs, meetings, communication with the school, and governance. Services include the use of sign-language interpreters and documents and websites compliant with the requirements of the American with Disabilities Act

Policy 6020 – Parent Involvement and policy 6020.1 Parent Involvement – at Program Sites were originally developed jointly with parent and family member of our students. agreed on with, and distributed to, parents and family members of participating children through input during meetings and responses to surveys. The policies are reviewed annually during our stakeholder events for parents and families and sent to the students’ homes for input. Suggestions for any changes are presented at the School Site Councils meeting, to for discussion, further input, and adoption. The adopted policies are sent to the parents and families via regular and electronic e-mail with a request to sign in support and agreement as part of our annual notification packet. For students enrolling in our programs during school year, the policies are presented and discussed with families as part of our intake process. Documents sent home are in English and Spanish which are the two languages spoken by our current families. Meetings with parents and families include interpreting in Spanish. Translation and interpreting in languages other than Spanish are provided as needed.

SCOE offers presentations for parents and families as part of our LCAP stakeholder’s engagement process. Family-centered events are offered to discuss the accountability system, the students’ curriculum, including State standards, and related assessments. Presentations are provided by our administrators and content area coaches. During these events parents have the opportunity to ask questions and access valuable resources. Parents are also informed of our support for students transitioning to college and career paths. Information regarding the financial aids and application process are provided by staff from the Solano Community College. Teachers, students, parents, and our student support specialists develop Individual Learning Plans for each student. Students’ progress toward their goals is reviewed with parents mid semester and as often as requested by the parent. Parents are also involved in addressing any challenges students may have and in determining appropriate interventions, ranging from supplemental academic support, to behavior plans, to social-emotional learning counseling, and support for attendance.

During the 2019-20 school year SCOE is offering after-school parent support programs including Parent Project Senior training, workshops on increasing technology skills, including digital etiquette and copyright privacy laws. Support to parents also include education on accessing resources and navigating the environment of public and community agencies, and referral services through our Wellness Center. Literacy programs for non-English speaking parents are offered in partnership with their districts of origin or their community of residence. SCOE supports parents with disabilities by providing any needed accommodation or service necessary to promote their participation in parent programs, meetings, communication with the school, and governance.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

School-wide Programs: We will provide additional instructional assistance to low-achieving students using instructional assistants and an intervention specialist. We will also provide appropriate professional development to our staff to increase their effectiveness.

Targeted Support Programs: N/A

Neglected or delinquent: Solano County Office of Education (SCOE) provides services to students who are placed in group homes that serve neglected and delinquent youth. Group home staff are provided professional development and training on topics such as Trauma-Informed Practices, Resilience, Mindfulness, and Commercially Sexually Exploited Children (CSEC) prevention. Additionally, SCOE coordinates tutoring through the Independent Living Skills Program which group home residents may access. In addition, SCOE provides school supplies including backpacks, calculators, and school supplies as needed. SCOE also provides educational services to students housed in the Juvenile Detention Facility (JDF). Students at JDF receive standard-based instruction with case management of their transition back to the school of

residence. SCOE has an educational program at the Solano Juvenile Detention Facility serving incarcerated students in grades 7-12.

All the students at the Juvenile Detention Facility and 75% of our students in the Golden Hills Community School are eligible for Title I. We extend services to all our students.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support the enrollment, attendance, and success of homeless children, SCOE provides professional development and technical assistance to the District Educational Liaisons (DELs) and school sites in Solano County. SCOE partners with the DELs to identify needs for professional development and technical assistance. SCOE will calendar the professional development dates according to the requests of each district. SCOE also partners with the California Department of Education (CDE) to ensure that best practices are being shared.

Title 1, Part A funds will support a portion of staffing salaries to facilitate support/ services to homeless children and youth including:

- The right to immediate enrollment in school regardless of living situation
- Assistance with school services to maintain educational stability
- Opportunities for academic success
- Assistance with obtaining education, immunizations and medical records
- Continued attendance in the school in which last enrolled
- Resources such as school supplies and basic needs items

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Elementary Programs: N/A

Our JCCS serves students in grades 7-12. Middle school students are rare at the Juvenile Detention Facility School (JDF). Regardless of the grade, our staff provides transition support for all students going back to their school of residence. Eighth graders meet with our student support specialist (SSS) to review their transition to high school. Our SSS and the district's counselor work with the transitioning students to explain requirements, class schedule, and any other relevant information. The student is also accompanied to the new campus for orientation. Finally, any parents' concerns are addressed. To support the transition of students to college, we engage them throughout the year in partnership with the advising department at Solano College. The SSS also discusses with students other options for a four-year college, depending on the interest of the student. Staff accompanies students when visiting local colleges including UC Davis, Sacramento State, and UC Berkeley. Solano College staff helps students understand the funding of a college education and applying for financial aids. The SSS guides the students through the college application process. Students at JDF have the ability to take advantage of dual enrollment taking high school courses and online college classes.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE provides assistance to students in our Juvenile Court and Community Schools (JCCS) including tutoring, and academic counseling. The student support specialist (SSS) develops an Individual Learning Plan (ILP) with each student to identify goals and interests. The SSS also prepares the student to transition to the school of origin in collaboration with the receiving school staff. Countywide, we coordinate the development of a common plan for expelled students. SCOE also provides services to high-risk students in the district, including counseling, and social-emotional learning. We provide tutoring to students placed in group homes. Finally, we provide professional development to support districts in working with students exhibiting behavioral and emotional difficulties. We also provide countywide coordination and support for foster youth and homeless students.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE has an agreement with Solano County Probation to operate an educational program at the Juvenile Detention Facility (JDF). SCOE and Probation also have a formal agreement to jointly offer a pre-apprenticeship course on Construction trades at JDF and the GHCS. Finally, SCOE and Probation have a formal agreement to support a student support specialist position to help students at JDF transition back to their school of residence. Formal agreements are also in place with Solano County Behavioral Help for the establishment of a wellness center at Golden Hills Community School.

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students at the Juvenile Detention Facility (JDF), receive instruction in four core areas and have the opportunity to access more classes through an online platform. Students also have the opportunity to recover some of the credits they had missed and to make progress toward graduation. They receive career and technical education concentrating on work-ready certification and introduction to the construction trades. Our program is WASC accredited and students are able to graduate while at the facility. Students also have access to dual enrollment with Solano College accessing online courses. Social-emotional counseling is provided by Probation. SCOE provides academic counseling and prepares students for the transition back to the school of origin. Our curriculum matches the one from Fairfield-Suisun USD as most of our students come from this district. Support for English Learners includes integrated English Language Development (ELD) instruction and designated ELD instruction. Students with an Individual Educational Plan (IEP) receive support from an educational specialist who collaborates with the general education teachers for modifications and accommodations. Student support

specialists case manage students transition back to their district and school of origin. Transition services include anticipatory guidance, academic planning, coordination with receiving staff, facilitation of documents transfer, and monitoring up to 90 days.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE and Probation fund a student support specialist (SSS) who works with each student from intake to release. Each student develops an Individual Learning Plan which includes the courses the student has to take and steps to preparing for the transition back to the school of origin. The SSS works closely with the administration and staff of the receiving school to provide a seamless transition. The SSS makes sure that all the necessary documents are transmitted prior to the transition. The SSS makes recommendations about needed services for the student. The SSS also work with the parents to prepare them to support the students as he is back. The student receives anticipatory guidance on what to expect, including a class schedule. The SSS monitors the reentry for up to 90 days during which consultation with the receiving staff may occur as needed.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students at the JDF receive counseling services through a contractor with Probation. Our students population has decreased dramatically in the last three years since Probation instituted a new policy of diverting most of the misdemeanor offenders. Students at JDF now have been charged with felonies or a violent misdemeanor. About 30% of the students have an IEP documenting a learning disability. This is a much higher percentage than the general population. Students who have mental health services in their IEP receive individual counseling from SCOE professionals. Most of the students have been heavily affected by trauma. Some have substance abuse problems. Probation addresses all the students' needs other than education. At transition time the student support specialist (SSS) makes sure that ongoing mental health services are continued at the new school by Solano County Behavioral Health or one of their contractors. IEP services are continued by the receiving district and transfer of IEPs is completed electronically to speed up the process. Upon being admitted to JDF each students develops with the student support specialist (SSS) and Individual Learning Plan that guides educational services, including credit recovery. The SSS works with the receiving school when the student ends his or her stay at JDF. The SSS communicates with the receiving staff not just about credits but also about any information that will help the school support the student successfully.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and

child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our student support specialist (SSS) works with the receiving schools to make sure that there is no interruption of services. This service is supported by Probation and is designed to prepare both the student and the receiving school for the transition. We meet monthly with the Student Services departments of all our districts and review and adopt procedures to support reentering students. The SSS communicates with the receiving district and school staff the services the student needs to continue. Mental health, and services provided by Probation are picked up by Solano County Behavioral Health or one of their contractors at the school. The SSS reaches out to the new provider so the students can be seen without delay. Parenting students are referred to the school nurse for an assessment of the students' needs and referral to appropriate district program, county agencies, or community providers.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Together with Probation, SCOE partners with Solano College to offer dual enrollment to our students. Some courses are offered face-to-face and others are offered online as students have dual enrollment available. A Solano College adviser visits the students at JDF to help them with planning and explain options for funding a college education. We also started to offer a pre-apprenticeship in the construction trades that will articulate with local union training sites. Students in JDF who started the program but were released prior to their completion will have the opportunity to finish the program at GHCS. All our students received Work Ready! Certification training and Food Handler training. SCOE has an agreement with supporting businesses that student who are Work Ready! certified are guaranteed an interview. The culminating experience for the certification is a mock interview with a panel of business people who give students feedback about their performance and suggestions for improvement. We also work with the Workforce Development Board to provide employment opportunities for students with disabilities and work-based learning opportunities. To support career readiness program, we employ a vocational specialist who is funded through LCAP funds. The vocational specialist will prioritize work-based learning for our community program students in collaboration with our Workforce Development department.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE operates the educational program for incarcerated youth in partnership with Solano County Probation. SCOE has an agreement with Solano County Probation to operate an educational program at the JDF. SCOE and Probation also have a formal agreement to jointly offer a pre-apprenticeship course on Construction trades at JDF and the GHCS. Finally, SCOE and Probation have a formal agreement to support a student support specialist (SSS) position to help

students at JDF transition back to their school of residence. We work with parents in partnership with Probation and we have provided evening events centering on students' performances. Parents are involved in our School Site Council and have contributed to the development of our LCAP and School Plan for Student Achievement (SPSA). Our SSS maintains close contact with the families regarding students' progress on the Individual Learning Plans and the transition to the original school.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our work with incarcerated students is partially funded by Title I, LCAP, and Probation's contributions. Services provided by Probation complement our educational program. Career and Technical Education funds were used to cover start-up costs for the construction trades pre-apprenticeship program. Probation has committed to fund the teacher for the program.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCOE and Probation jointly support a student support specialist position (SSS) designed to facilitate students' transition back to their school of origin. The SSS works with the receiving school and district-based mental health providers to provide transitioning students with the level of services they need to be successful. A probation officer is funded at Golden Hills by the Fairfield-Suisun Unified School District per SCOE-Probation agreement. This officer provides guidance for our community students and supports our efforts to increase attendance. At JDF we work closely with Probation to support the students' instructional, behavioral, and emotional goals.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students with an IEP are identified at intake in JDF. They are supported by an educational specialist who becomes the IEP case manager. All related services are provided by the Fairfield-Suisun staff. As students leave the facility, the IEP is electronically transferred to the receiving district and the receiving staff is notified. Our student support specialist monitors the transfer.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our staff works with our districts to provide students with the best possible environment for learning. If students are interested in alternative settings, we work with the receiving district to find a match for the student's interests. Most of our districts offer theme-based schools, including public safety, performing arts, foreign languages, and digital technology. While this is not entirely a nontraditional approach, it does offer a variety of programs that may be of interest to a variety of students. While we do not have the ability to compel a district to develop programs, we do work with them to help them understand the student's interest and provide an appropriate match.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Solano County Office of Education operates juvenile courts and community programs with an average student population of 93 students under the Dashboard Alternative School Status.

System of Professional Growth. Teachers are provided with rich professional development opportunities aligned with Local Control Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and state priorities. Professional development for the 2019-20 school year includes coaching to use instructional technology, instructional strategies for English language development, Universal Design for Learning model (UDL), and new adoptions publisher training. The plan also includes training in trauma-informed care and restorative practices, Positive Behavior Interventions and Supports (PBIS), and professional conferences.

For administrators professional growth opportunities include attending professional learning through the California County Superintendents Educational Services Association (CCSESA), membership in the Association of California of School Administrators (ACSA) and participation at its professional learning events and academies, membership in other professional organizations as appropriate, leadership development workshops during our monthly management meetings, Multi-Tiered Systems of Support (MTSS) training, and publisher training in new adoptions.

Ensuring Improvement. Our system of professional growth is designed to create capacity for our administrators, teachers, and supporting staff to plan and implement evidence-based practices and to increase our student outcomes. Our system is designed to promote continue improvement through professional learning and careful analysis of student outcome data. Classroom observations and walkthrough data allow us to evaluate the degree of implementation of content standards and targeted evidence-based practices and the identification of possible need for adjustments. We also measure the effectiveness of our professional growth offerings based on their impact on indicators for student achievement and social-emotional wellbeing discussed in our LCAP including, CAASPP assessment, credits earned and recovered, online monthly assessments, English learners' progress in English proficiency and reclassification rates, career and college readiness, average daily attendance, suspension rate, and chronic absenteeism, access to the core curriculum for all students, and effectiveness of transition services for students exiting our programs. We also include input from staff, students, and parents regarding the effectiveness of our services and future priorities, and staff's input regarding the appropriateness of professional growth offerings and future priorities.

Support for Principals, Teachers, and other School Leaders. Certificated teachers joining Solano County Office of Education (SCOE) for the first time receive mentorship through a partnership with the Yolo-Solano Center for Teacher Credentialing for a two-year induction process. Our teachers are also provided professional growth that increases their skills in the classroom and prepare them to the broader context of a leadership position. We also collaborate with local colleges to recruit teachers who may consider becoming administrators. Leadership opportunities in stipend-supported positions in various committees and work groups also prepare teachers for possible advancement.

Administrators without a Clear Administrative Services Credential are financially supported through the ACSA Leadership Coaching induction program, receive financial support from SCOE to complete the process, and receive mentoring as part of their induction. Also, professional growth offerings are designed to increase administrators' skills and prepare them for further advancement. Career paths are available within SCOE as central office positions are first posted within the organization. Participation in ACSA Academies offers administrators the opportunity to develop new knowledge and skills and high-level expertise for further advancement. A constructive and collaborative appraisal process supports administrators' professional growth and career advancement.

Evaluation. Evaluation of our systems of professional growth is based on administrators', staff's, students', and parents' feedback, the degree of instructional changes in the classroom, observed through observation tools, and improvement in student outcomes. The evaluation system fits into the model of continuous improvement. Professional growth targets are identified based on data and reviewed regularly. Implementation and effectiveness are evaluated, and modified plans are adjusted as needed. This system is intrinsic to the development of the LCAP and the SPSA and is intended to align professional growth with our local goals and state priorities. This level of critical data analysis also produces self-evaluation reports and plans for federally supported services.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently Solano County Office of Education does not have any schools in the Comprehensive Support and Improvement (CSI) and Targeted/Additional Targeted Support and Improvement (TSI) categories.

We have a total of two schools, the Juvenile Detention Facility School and the Community School. Title II funds are allocated to our two schools proportionally to their enrollment and the number of teachers. One hundred percent of our students in our two schools are eligible as delinquent, neglected, and/or as low income.

If our schools become classified as CSI or TSI we would conduct a needs assessment to determine if either one of our two schools' needs have increase or intensified, keeping in mind that our student population at the two programs presents very similar academic profiles. Teachers at both schools receive the same professional development based on our analysis of the dashboard and additional student data supporting similar interventions at both schools. The two programs share administrators who also participate in the same professional development with teachers and the rest of the staff. Should student data become differentiated between the two schools we would integrate consideration of varying program needs in our allocation process.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The professional development we provide to teachers, administrators, and instructional assistants is planned every year with meaningful input from certificated and classified staff, students, parents, and members of the community, including the business community. Ongoing consultation is also occurring with Solano County Behavioral Health and with Solano County Child Welfare Services. We use our comprehensive stakeholder engagement process to elicit input. Our professional development addresses these emerging needs and identified priorities and is provided by experts in the field to improve knowledge and skills in serving our students. Data include student achievement, student and parent surveys, staff input, attendance, discipline, and degree of implementation of selected best practices. All data is considered in planning services for the following year consistent with a continuous improvement model. Data is shared with the School Site Councils and at parent events. It is also periodically discussed during staff meetings to evaluate progress toward our annual goals. All students at the Juvenile Detention Facility and 75% of the students at the Golden Hills Community School are Title I eligible.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A. To provide services to our students SCOE partners with Solano County Probation Department, Solano Community College, Fairfield-Suisun Unified School District, Vacaville Unified School District, the Work-Ready! Certification Community Advisory Committee, and the Solano Student Services Network. These partners provide a variety of services to our students and we operate our program in close partnership with them.

B. Our goal for the time our students stay in our programs is to support them in their progress toward graduation and prepare them for college and/or a career. They receive instruction in financial literacy, interview skills, and support in career exploration. We also work with Solano College so our students can get dual enrollment, take classes online, and have access to an adviser to develop an understanding of how a college education can be funded. We have established an Introduction to the Construction Trades course at both the Juvenile Detention Facility (JDF) and the Golden Hills Community School (GHCS). The course is taught by a qualified Career and Technical Education (CTE) teacher supported in partnership with Solano County Probation.

C. We provide trauma-informed care to our students and are replacing suspensions with restorative practices. We also provide emotional learning and social skills group and individual counseling to those students who need it and are not already connected to services. To encourage positive cultural identity, we have contracted with two organizations to work with our boys and girls separately. We recognize deserving students every month at the Solano County Board of Education. We are also offering exploratory classes, such as a piano lesson. Both our programs implement the Positive Behavior Interventions and Support program designed to foster respectful and constructive interactions among students and between students and staff.

D. We are in the process of providing laptop computers to students in the detention facility. Like their counterparts at the community program, they will receive training on how to use Google apps for their work. We have established a makerspace lab at the community program and have provided training to staff and teachers on how to use it for project-based learning. The training for the lab will continue to support our goal to have our students facilitate the use of the lab for younger grade students visiting from other schools.

E. The effectiveness of these activities will be evaluated together with our LCAP indicators based on student performance, surveys, and measures like attendance rate, suspension rate, graduation rate CTE course completion, and academic performance. It will also be evaluated in our School Plan for Student Achievement (SPSA) and our evaluation of activities supported by federal funding at the end of the school year.