Local Control Accountability Plan
2022-2023 Executive Summary

Goal	Action/ Services
(Goal #1)- **Conditions of Learning**: SBCSS will provide a high-quality, structured, and safe learning environment that proactively addresses the unique academic needs of the student population we serve for increased academic achievement, increased English language proficiency, and increased college and career readiness.	**(1) ELA and Math Assessment:** SBCSS Alternative Education students will be given an English Language Arts and Mathematics proficiency assessment upon enrollment (within 10 student attendance days from enrollment) and quarterly thereafter. Assessment results will be used to guide instruction, supports, and differentiate learning opportunities.
	(2) Students with Disabilities (a) SBCSS will actively monitor and ensure students with disabilities (SWD) receive services appropriate to their IEP and that they are making adequate progress toward meeting their IEP goals. (b) Provide staff **and parent** training in special education and section 504 related processes and services.
	(3) Paraeducator Support: SBCSS Alternative Education programs will continue to provide **additional** support to classrooms by assigning paraeducators to work directly with students during the school day to support the instructional practices and strategies implemented by the classroom teacher.
	(4) Teacher Assignment: SBCSS will ensure all classrooms have fully credentialed (appropriate to their assignment) teachers, administrative, and support staff.
	(5) Safe and Sanitary Campuses: (a) SBCSS classrooms will be in safe sanitary buildings and provided instructional materials as required by Education Code 35186. (b) To increase student and staff safety, including internet safety, SBCSS will utilize Gaggle to monitor and support student mental health and safety.

	(6) McKinney-Vento Services: The clinical counseling team will serve as school McKinney-Vento liaisons. 100% of students identified as McKinney-Vento eligible will be contacted within two weeks of enrollment regarding their need for resources (transportation, academic, shelter, food, etc.).
	(7) Additional Supports: Students will be offered additional supports to **accelerate learning with a focus on increasing literacy and math skills, and credit recovery** (I.e., tutors, summer school, extended learning opportunities, etc.)

(Goal #2)- **Engagement**: SBCSS will provide increased positive interactions and experiences between school personnel, students, parents, and community members for increased student attendance and academic achievement.	**(1) School Climate and Culture** SBCSS will continue implementing Positive Behavior Interventions and Supports (PBIS) in its Community Schools and Juvenile Court schools to create and sustain a positive school campus environment conducive to positive student achievement and attendance.
	(2) Parent Information SBCSS will provide parents with timely information regarding programs and resources (i.e., McKinney-Vento supports, English Learner programs, tutoring, etc.).
	(3) Parent Engagement **SBCSS will** provide parents with multiple options for decision-making, meaningful participation in school activities, educational opportunities, and **training in** strategies to support student learning.
	(4) Alternative Learning Experiences SBCSS students will have the opportunity to participate in alternative/community-based learning experiences tied to academic curricular objectives. These learning experiences may include culminating lessons at locations outside of the school (such as museums, performing arts centers, local businesses, etc.), service learning, community colleges and university visits, etc. In addition, SBCSS will partner with local educational, social, and non-profit agencies to bring educational and culturally enriching experiences to our diverse student population. Partnerships could include, but are not limited to, guest speakers, culturally empowering curriculum, **leadership opportunities**, and mentoring.

	(5) Guidance and Registration Support (a) SBCSS will maintain a Guidance Counselor/Registrar(s) to help students develop course plans toward graduation and coordinate with local districts for students returning to their home school to graduate. Credit recovery supports will also be provided, and students (grades 11 & 12) will be evaluated within 1 month of enrollment to determine eligibility under Education Code 51225.1. (b) SBCSS will assist students in successfully transitioning into and out of the Juvenile Court School program, provide record transfer support, and ensure partial credits are earned. (c) The guidance counselor/registrar(s) will work in cooperation with public agencies and parents to increase student attendance rates. Updated staff trainings will be provided throughout the year.
	(6) Attendance and Chronic Absenteeism (a) SBCSS staff will be trained on the School Attendance Review Board (SARB) process and using the truancy letters available in the Aeries Student Information System. Staff will be provided a copy of the California State SARB Handbook. (b) County schools will operate its own SARB. The SARB Board will work with school site staff to refer truant students to our County Board and/or refer truant students back to the SARB of their district of residence (whichever is deemed most appropriate). (c) An "Absenteeism/Truancy" report **will be accessible to all principals, teachers, and other staff as appropriate**. The principals, teachers, clinicians, and probation officers will work with the parent and student to improve student attendance. Teachers will annotate student records (in Aeries) with the interventions used to improve student attendance. (d) SBCSS will utilize and provide resources to increase student attendance and decrease chronic absenteeism (such as transportation assistance, bus passes, etc.)

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(Goal #3)- **Pupil Outcomes** SBCSS will focus on addressing the needs of the whole child with expanded course offerings, Future Ready skills, and social and cross-cultural skills vital for all students' success.	**(1) Supplemental Instructional and Assessment Materials** (a) SBCSS will provide all core-curriculum classrooms with supplemental instructional and assessment materials that possess engaging delivery models so students gain (and can demonstrate the acquisition of) the content and technological knowledge appropriate for 21st century students. (b) SBCSS Teachers will maintain the appropriate documentation to ensure high-quality instruction is occurring within SBCSS classrooms for all students. (c) SBCSS will ensure that 100% of students and their teachers have access to supplemental instructional resources, including web-based, that have the potential to increase student understanding **and mastery of** English Language Arts and mathematical standards as specified in the **California Content Standards** (i.e., Freckle Math, Linda Mood Bell, etc.).
	(2) Counseling Center The SBCSS Counseling Center will continue to offer individual, group, and family counseling to eligible students, drug and alcohol counseling, anger management classes, **and other social and emotional/mental health related training and supports**. Counselors will **support** the implementation of Positive Behavior Intervention and Supports (PBIS) within the schools.
	(3) Professional Development (a) SBCSS will implement professional development and supports to ensure students benefit from a highly qualified teaching staff who are competent in cutting-edge technology, instructional practices, and the implementation of the **California Content Standards**. (b) **Content area specialists and teacher on special assignment** will provide on-going staff development in the areas of **the California Content Standards**, **effective** practices, technology integration, and implementation of standards-aligned instructional materials and assessments.

	(4) Career Exploration and Experience (a) SBCSS Alternative Education students will have the opportunity to enroll in career education classes (CTE courses) both on campus and off campus. SBCSS will coordinate with the Regional Occupational Centers and Programs (ROCP) and local colleges to expand opportunities. Depending on staffing and enrollment, classes will be offered during regular school hours (and after school where appropriate). (b) Students enrolled in career education (CTE) courses will be given a career inventory and interest assessment to expose them to possible colleges and careers of interest.

(Goal #4)- **Expelled Youth** SBCSS will ensure expelled youth receive access to a continuum of services for successful transition back to their district of residence and completion of graduation requirements.	**(1) Technical Assistance to Districts** The SBCSS Child Welfare and Attendance (CWA) Office will encourage district participation in CWA meetings through multiple participation methods. Increased participation will be achieved by increasing the access to agendas, materials, and minutes from monthly CWA regional meetings for all stakeholders, including posting all information on the SBCSS website and/or through email transmission.
	(2) Coordinate Instruction of Expelled Youth (a) The SBCSS Child Welfare and Attendance (CWA) Office will use the Pupil Expulsion Report (PER) to ensure expelled youth are successfully transitioning into their next educational placement after expulsion to prevent at-promise students from dropping out of high school. (b) The CWA office will continue to implement the Pupil School Attendance Review Board Report (PSR) to ensure expelled youth are successfully enrolled into their next educational placement within 5 attendance days.

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(Goal #5)- **Foster Youth** SBCSS will increase the coordination of foster youth programs and services to ensure equitable opportunities and outcomes for foster youth.	**(1) Policy and Procedures** (a) The Foster Youth Services Coordinating Program (FYSCP) will establish policy and necessary data infrastructure to support and monitor the educational success of FY (i.e., CALPADS, County SIS, Foster Focus). (b) The FYSCP will ensure SB districts use policy and procedures necessary to ensure FY are promptly enrolled and awarded credits for all work completed, including partial credits (per CA Ed. Code 48853.5 & 51225.2).
	(2) Liaison Training The Foster Youth Services Coordinating Program (FYSCP) will ensure all school liaisons for FY (including SBCSS) have training and policy guidelines on FY rights, and they will provide ongoing consultation to school level staff and collaborate internally and externally with stakeholders (San Bernardino County Probation, 33 District Child Welfare and Attendance representatives & Foster Youth Liaisons, Department of Behavioral Health, and Juvenile Justice Representatives) [per CA Ed. Code 48853.5].
	(3) Culturally Responsive Activities/Events The FYSCP will coordinate with the Alliance for Education to ensure County Schools FY have the opportunity to participate in culturally responsive activities/events that promote student achievement (including graduation and post-secondary opportunities), physical fitness, resiliency and mentorship. Participation in activities/events will also be available to enrolled AE students as funding permits.
	(4) Academic Achievement SBCSS will provide foster youth with increased learning and enrichment opportunities, such as, tutoring, summer school, etc. based on data informed needs.

Summary of changes:

Changes are based on educational partner feedback and evaluation of objectives to better reflect the intent and focus of the action. Goal 1 Action 5c was removed since it had no connection to the LCAP and should not have been included.

New and revised language is bold **blue**