

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

School Year

2024-25

Date of Board Approval

June 20, 2024 - Revision Date

LEA Name

Santa Barbara County Education Office

CDS Code:

42-10421

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

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

(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.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program 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 the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

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.

A full description of programs, services, and activities designed to meet the unique needs of the Santa Barbara County Education Office (SBCEO) Juvenile Court and Community School (JCCS) student population is described in our Local Control Accountability Plan (LCAP). The SBCEO LCAP is based on the completion of a comprehensive, data-driven needs assessment that included extensive educational partner input, from which prioritized areas of need were identified. After analyzing the current data, it is evident that JCCS students require support in various areas crucial to their overall well-being and academic success. These needs can be categorized into five distinct areas: basic services, academic, social-emotional, behavioral health (including alcohol and drug counseling), and recreational/prosocial activities. JCCS students lack basic services and necessities such as food, clothing, and reliable transportation. These basic needs are critical for a student to be able to attend school on a regular basis and focus on learning. Academically, there's a clear need for improvement in math skills and English Language proficiency as well as Career Technical Education (CTE) opportunities. Social-emotionally, students are seeking a sense of purpose and relevance within the school environment, indicating a need for programs that foster connection and engagement. Additionally, students require ongoing access to behavioral health and substance abuse counseling services. Lastly, providing recreational and prosocial activities during the school day, and beyond, is essential in preventing negative behaviors associated with idle time. Our LCAP is written to address these identified needs comprehensively and is vital to ensuring the holistic development and success of our students.

During the development of the LCAP, we also reviewed research on the negative effects of confinement on youth, the most compelling of which is AB 2417, the Youth Bill of Rights. We carefully considered the following three particularly alarming outcomes of incarceration on youth: commitments interrupt education and have an adverse effect on employability; after leaving secure care settings, many youth do not return to school, and of those who do, many drop out before completing high school; for youth with mental health conditions, the negative effects of institutionalization, coupled with the challenges of coping with mental health needs, place them at a higher risk of antisocial behavior and suicide.

Our JCCS students face unique challenges that do not apply to the majority of their school-aged peers, including substantial academic gaps, severe credit deficiencies, social and emotional trauma, substance abuse dependency, and gang affiliation. We use supplemental funding provided by Title I-D and Title II-A to build layers of support for our students beyond what Local Control Funding Formula (LCFF) and Supplemental/Concentration funding can provide.

Federal funding is specifically used to supplement LCAP Goals 1 and 2 by providing the following:

1. Pairing teachers with teaching assistants who are trained to provide specific individualized academic and social/emotional supports (Title I-D);
2. Personnel to facilitate successful transitions for students upon entering, while enrolled, and when exiting our schools to return to their home schools, charter schools, community college, and/or when seeking employment (Title I-D);
3. ELPAC training for JCCS staff (Title I-D);
4. Translation services that support school-to-home communication (Title I-D);
5. Professional development related to the Let's Go Learn intervention software (Title II-A).

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.

We take great care to align funding sources to provide appropriate layers of support for our student population. JCCS receives funding from the following sources: LCFF; Supplemental/ Concentration; Equity Multiplier Funds; Student Enrichment and Support Block Grant; Title I-D; Title II-A; California Community Schools Partnership Program; Learning Recovery Emergency Block Grant; Arts, Music, & Instructional Materials Block Grant; Educator Effectiveness Block Grant; state grants; and local funds.

Title I-D and Title II-A funds are carefully utilized to provide services that would not have been provided in the absence of grant funds (i.e. teaching assistants to support academic achievement and social/emotional support, services to ensure successful transitions, ELPAC training, Language Access for Families, and professional development related to the Intervention Software).

The JCCS Director and Administrative Assistant monitor the fidelity of expenditures and funding alignment throughout the year. The monitoring system includes the listing of every service and activity addressed in our LCAP and Single Plan for Student Achievement that includes a citation of each plan and service/activity funding source.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

LEA does not receive Title 1, Part A funds.

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:

Title I-D funds serve a specific function in helping to achieve our LCAP goals. We use Title I-D funds to provide the following supplemental support:

1. Academic support from teaching assistants. The teaching assistants, along with general and special education teachers, work diligently to help students access core standards and accrue credits toward high school graduation. The teaching assistants help prepare students for continued education, completion of high school, and/or training for employment. Teaching assistants allow us to reduce student-to-adult ratios, which provides our staff an opportunity to get to know students on an individual basis, and provide tailored academic, behavioral and emotional support.
2. Transition support for students when they enter and exit one of the JCCS schools. School staff meet with students upon enrollment to review transcripts, provide guidance regarding academic progress and graduation status, discuss placement options, conduct ongoing progress checks and mid-course corrections, and communicate with home districts, including notification when students are nearing completion of their commitments in preparation for and support of successful transitions. Staff also provide active support for parents during each phase of transition. Upon release from JCCS, staff provide follow-up services with the receiving school district. In the event the student does not return to their home district as expected, staff will contact the student's probation officer for assistance if appropriate.
3. English Language Proficiency Assessment for California (ELPAC) Training for JCCS staff will support the administration of the ELPAC assessment as well as the scoring of the assessment. In addition, ELPAC training is offered to staff beyond the ELPAC coordinator. By training additional staff members, such as teaching assistants, an increase in targeted language support for English Learners (ELs) will occur within the classroom as they are knowledgeable about the language demands and skills needed to perform well on the ELPAC assessment.
4. Translation and interpretation services provided by JCCS staff to parents/guardians and students. At JCCS, 31.7% of our students are designated as ELs and a few of our EL students are newcomers, who benefit from the support of a bilingual staff member to access their learning while at school. Additionally, according to the results of the home language survey, a significant portion of our parents/guardians speak Spanish (71%) while 42% of JCCS staff members are monolingual speakers of English. As a result, we rely on 10 bilingual staff members who receive the differential pay to facilitate school-to-home communication with Spanish-speaking parents/guardians regarding attendance, behavior, and academic progress.

Formal Agreements

ESSA SECTION 1423(2)

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:

In partnership with the Santa Barbara Probation Department (SBPD), SBCEO has a Memorandum of Understanding (MOU) for the implementation of the education program (the Court School) at the Juvenile Justice Center. The MOU outlines the coordination of education and services for all youth who are detained in the facility, including the coordination and communication of relevant student data such as release/entry dates, records and educational needs. Also, the SBCEO Court School works closely with partner agencies within SBPD. In order to do this effectively, monthly

Multi-Disciplinary Team (MDT) meetings are held with JCCS, Probation, Santa Barbara County Behavioral Wellness (BWell), WellPath medical staff, food services, and any other invited participants commissioned to develop plans and services for youth/students in custody.

SBCEO operates Peter B. FitzGerald Community School under an MOU with the two local school districts in Santa Maria. These MOUs are reviewed annually with administration from the school district and SBCEO. The MOUs include a description of the following items: referrals, budget, Special Education services, rehabilitation plan services, and progress monitoring.

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:

JCCS provides the education program within the Juvenile Justice Center as well as the County Community School. To do this effectively and to ensure that the educational program within these facilities is aligned to the extent feasible with the local districts, JCCS staff participate in several countywide committees alongside local district administrators and staff. The following is a list of the countywide committees:

Santa Barbara County Curriculum Council: The Curriculum Council is designed to keep districts up-to-date with the latest from the California Department of Education, state and national leadership, regarding information on research, technology, legislation, policy and successful practices. Participating in the Curriculum Council also allows JCCS administration an opportunity to network and foster relationships with local school districts.

Language Education Network: The mission of this network is to create an opportunity for educators to come together to align the work that is required for EL success with the promising practices already in place in many schools within and near Santa Barbara County. Thus, educators will help one another to meet the needs of our most under-served student population.

Transitional Youth Services (TYS): A partnership with schools, districts, and community agencies throughout the county that works to remove barriers to academic achievement for children or youth who are in foster care or experiencing homelessness. The TYS program facilitates the Foster Youth Services Coordinating Program (FYSCP). The FYSCP consists of schools, local youth serving agencies, and social services working together to identify the needs of local foster youth, establish best practices for supporting their educational success, career/college readiness, and provide training to ensure foster youth educational rights are protected and policies enforced.

South Coast Youth Safety Partnership (SCYSP): This group brings together community stakeholders and educators to address issues on youth safety and the prevention of violence in southern Santa Barbara County. The mission of the SCYSP is to increase the capacity and effectiveness of school-based prevention and intervention programs by reducing risk factors and enhancing protective factors within the general school population and specific student groups who are at risk for drug and alcohol abuse and violence.

Ethnic Studies Community of Practice: This working group is organized and facilitated by SBCEO and meets three times a year. The purpose of the group is to share new information related to Ethnic Studies, foster connections across districts, and learn from each other's implementation of the Ethnic Studies graduation requirement.

California Community School Partnership Program (CCSPP): There are regular state, regional, and countywide meetings to collaborate on the planning and implementation of the CCSPP grants. The CCSPP supports schools' efforts to partner with community agencies and local governments to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

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:

SBCEO has an established process to facilitate a successful transition for all long-term and most short-term students exiting the Court School. The first step in this process is to update transcripts to include all credits earned to date. This is done immediately upon receipt of records and used for course placement and guidance discussions with students, parents/guardians, and the receiving school districts. Next, local school district personnel are contacted to discuss the expected return date of their students and school placement options, if the student is unable to attend the school of residence. After discussing placement options with the receiving district, JCCS staff consults with parents/guardians to review their child's academic progress, graduation status, and school placement options available through their home district. JCCS staff make every possible effort to schedule enrollment appointments in advance to include the receiving school and parents/guardians. Additionally, they always provide parents/guardians with the date, time, contact name, and phone number to facilitate successful transitions. Due to the transient nature of the Court School, the release date of youth is not always known in advance. Upon release, JCCS staff update the transcripts with credits earned while the student was enrolled in the Court School and send the records to the receiving school. In the event a student does not return to their respective school, JCCS staff makes contact with the student's probation officer for further assistance in ensuring the student returns to school.

For students who remain in the Juvenile Justice Center (JJC) after they graduate high school, we have established a partnership with the Rising Scholar Program to assist graduates in enrolling at Allan Hancock College and provide tutoring and mentorship.

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 returning from correctional facilities are often identified as having learning difficulties, behavior challenges, chronic truancy, substance abuse problems, mental health needs, learning disabilities, and emotional disabilities. Therefore, while students are enrolled in JCCS, we provide extensive counseling services including Substance Use Disorder (SUD) counseling, as well as social-emotional learning and mindfulness practices to teach students the skills they need to be successful in school and life. We also utilize an adaptive intervention program in English and math to fill in gaps in their learning.

For ELs, coordination of support and services with the student's district of residence occurs when the student enters or leaves the facility. Records are requested from the school district to create a program that is aligned with the program they received. An Individualized Learning Plan (ILP) is developed to assign appropriate course placement and ensure students are on a path toward graduation. Designated or integrated English Language Development (ELD) instruction is provided within the classroom setting and progress is consistently monitored by the teachers. Detailed records are monitored and reviewed to ensure progress toward reclassification and, when appropriate, formal reclassification

procedures are implemented. The Language Acquisition Team conducts weekly meetings to discuss the progress of Redesignated Fluent English Proficient (RFEP) students.

For students with an active Individual Education Plan (IEP), or those under evaluation for eligibility for special education services, collaboration and coordination of support and services with the district of residence begins when the student enters the facility. Special education staff work alongside facility staff including probation, BWell, and general education teachers to evaluate student needs and implement the IEP within the correctional facility. Staff from local districts routinely communicate regarding the IEP process and services being provided within the correctional facility to promote continuity of service as students move between environments. Representatives from probation, support agencies, and the district of residence are invited to participate in all IEP meetings held while the student is enrolled in JCCS. Whenever possible, information provided by the administration regarding the programs, courses, and support students can anticipate receiving upon release from correctional facilities is shared with students and families.

Additionally, the JCCS Administration serves on several countywide committees committed to coordinating services for youth, which include:

Juvenile Justice Coordinating Council (JJCC): Provides coordination and collaboration among the various local agencies serving at-risk youth and young offenders in Santa Barbara County. The California Board of State and Community Corrections (BSCC) advises county JJCC to develop and modify the county's juvenile justice plan each year.

South Coast Task Force on Youth Safety: Convenes with community stakeholders to address issues on youth safety and prevent violence in the South Coast of Santa Barbara County. The mission of the South Coast Task Force on Youth Safety is to improve and support the safety and quality of life for youths, their families, and the community.

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:

JCCS contracts with the Council on Alcohol and Drug Abuse (CADA) and Family Service Agency (FSA) at FitzGerald Community School to provide the following services to students: alcohol and drug-related education, individual counseling, crisis intervention, conflict resolution, and group counseling sessions that use an evidence-based curriculum. For school staff and parent/guardian groups, CADA and FSA provide professional development on social/emotional health, drug/alcohol issues, gang awareness, and positive behavior support strategies. As needed, CADA and FSA make referrals to local community resources specializing in mental health, education/tutoring, legal, financial, and drug-free pro-social activities.

JCCS partners with Behavioral Health to screen every Court School student on the Massachusetts Youth Screening Instrument (MAYSI) to identify mental health concerns (i.e., anxiety, mood disorders, attention deficit hyperactivity disorder, substance use disorders, thought disturbances, and disruptive behavior disorder) to make appropriate referrals for service or care. Behavioral Health also attends weekly Court School staff meetings to coordinate care and review cases. Students are referred to Treatment Team Meetings (TTM) when multiple agencies observe a student struggling across settings. The TTM model is intended to enhance the communication of relevant clinical information among providers and teach self-regulation strategies to students.

JCCS administrators and staff have received training on the Adverse Childhood Experiences Study (ACES), fostering resiliency in at-risk youth and restorative practices. They have worked to align resiliency practices with the Department of Behavioral Wellness to provide a consistent approach to the student population. JCCS staff continue to work with Fighting Back Santa Maria Valley (FBSMV) to incorporate site-specific strategies to proactively resolve conflict and teach students skills to self-regulate behaviors and de-escalate conflict when out of the "OK Zone."

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:

Meaningful efforts have been made in recent years to create partnerships with local businesses and higher education as we have implemented CTE courses at JCCS. These efforts include convening advisory meetings with local business and industry members to obtain input and validation regarding CTE course outlines, and work with Santa Barbara City College and Allan Hancock Community College to offer articulation agreements for the CTE courses.

The JCCS program is included in the SBCEO Career Technical Education Incentive Grant (CTEIG), which is designed to develop, improve and support pathways that lead to high-skill, high-wage jobs in the region. Our work-based learning opportunities provide students with comprehensive career exploration opportunities and improve student transitions.

For students who have earned their high school diploma, JCCS has established a pathway to enroll students in local community colleges. For those youth who remain at the JJC after graduation, they take online courses during the day. And, for those graduates who are set to leave the JJC, there is a well-articulated process that supports their enrollment in a local community college. As students near graduation, JCCS staff contact the Enrollment Services Department of the college to schedule an on-site visit for the student to begin the enrollment process. An updated copy of the student's transcript is made available to the Enrollment Services Department to help with college class placement/requirements. After this initial meeting with enrollment services occurs, an appointment with the Program Advisor or other services is scheduled on a college campus. For students with IEPs, the Department of Disability Services and Programs for Students (DSPS) is contacted to help the student begin the application process. Additional connections are made for the soon-to-be graduates that support their transition and enrollment into the city college. Probation coordinates transportation to the college for placement testing and necessary appointments with the Program Advisor. This step may require multiple trips to the college campus. The Santa Barbara Scholarship Foundation schedules appointments for an advisor to come to the facility to help students complete the Free Application for Federal Student Aid (FAFSA) and any other applications for financial aid for which the student qualifies. Lastly, JCCS staff works closely with parents/guardians to gather the necessary information to enroll the youth in college and apply for financial aid. This often means coordinating a convenient meeting location so the parent can drop off the requested information at the college, a Probation Field Office, or during weekend visits at the facility. Once the student exits the Court School, follow-up contact is made with the student, parent/guardian, probation and/or community college to ensure the enrollment process was completed.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS staff provide meaningful opportunities for parents/guardians to engage in efforts to improve academic achievement and the social/emotional well-being of their children, including fall and spring orientations informing parents about school programs, counseling services, graduation requirements, and school schedules; parent/teacher conferences to provide updates on academic and social-emotional progress and discuss strategies for supporting their children at home; and surveys eliciting parent input regarding how JCCS programs might better meet the needs of their children.

We have partnered with several community non-profit organizations (FSA, CADA, and FBSMV) to offer “Parent Information Nights” on a variety of topics ranging from stress management, reducing family conflict, and strengthening family bonds to gang awareness and prevention. In partnership with our largest high school, we also offer an annual transition workshop for middle school families to familiarize them with services available on the high school campus.

Realizing that chronic absenteeism is strongly linked to high school dropout rate, JCCS has partnered with a local school district to provide School Attendance Review Board (SARB) services to reduce student truancy. We involve parents/guardians in this process to increase awareness, educate them on available resources, and provide support to help keep their children in 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:

To better serve at-risk youth, JCCS staff coordinates with CTE programs through:

CTE Course Offerings: At the Court School, the CTE program consists of a Manufacturing pathway. They are also in the beginning stages of implementing a Culinary Arts pathway. In the Community School, students can participate in a CTE introductory course. Additionally, through CCSPP, staff will develop an integrated curriculum that combines academic learning with technical and community-based problem solving, giving students practical skills for college and career.

Industry Certifications: Students can prepare for and complete multiple industry certifications that translate to practical skills needed for job opportunities.

Industry Partnerships: Partnering with local industries and businesses to provide students with apprenticeships, internships, and real-world training opportunities.

Professional Development for Educators: Providing continuous professional development for teachers to equip them with the skills needed to deliver CTE programs effectively.

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:

As mentioned in the Formal Agreements sections above, we have an approved MOU with Probation outlining specific actions to be taken by both JCCS and Probation.

For JCCS, the MOU includes the following actions to support the transitions of youth:

- Collaborate with Probation to ensure compliance with all required provisions contained in the Agreement, including all applicable BSCC Title 15 regulations, Welfare and Institutions Codes, California Code of

Regulations, and California Education Codes that pertain to the delivery of educational services in detention settings.

- Provide educational services for youth/students in custody within Probation Facilities until the youth/student graduates from high school. Postgraduate educational services may be provided for eligible students receiving special education services per their IEP.
- Participate in MDT meetings at the Probation Facility, and share relevant youth/student information, consistent with confidentiality rights, to develop a mutually agreed upon plan to promote the wellbeing, safety, security, and individual progress of youth/students.
- Share information with Probation related to the delivery of education services to youth/students in custody regarding their 504 Plans, IEPs, special education services, or AB 114 services, when the parent/guardian or foster youth educational rights holder signs the SBCEO Release of Information form. Notify Probation when these services are scheduled, rescheduled, and/or canceled.

For Probation, the MOU specifies that probation officers will do the following to support effective student transitions:

- Notify SBCEO administrative staff in advance when inter-facility youth/student transfers are scheduled. If advance notification is not possible then provide the notification as soon as possible.
- Communicate in advance with SBCEO regarding a youth/student's date of release.
- Ensure that MDT meetings are regularly scheduled, at a time when SBCEO staff can participate and attend the meetings.
- Cooperate with SBCEO staff to schedule IEP team meetings, 504 Plan meetings, and special education assessments to ensure that youth/students are tested within legal timelines and that compliance with federal timelines is met
- Notify the SBCEO administration of any reported mental, physical, and/or educational impairment of the youth/student in custody. Provide SBCEO staff with copies of medical treatment plans for any youth/student with suspected or known medical issues that may impact their participation in SBCEO's educational services.

The MOU outlines the following mutual responsibilities that support transitions:

- The Parties acknowledge that the effective delivery of educational services requires interagency cooperation and coordination, including the voluntary participation of the youth/student, and an understanding of the detention process, educational rights, and obligations to youth/students both in detention and in the instructional environment.
- The Parties agree to collaborate on a process to ensure released students attend their district of residence schools.
- The Parties shall make such reasonable efforts to accommodate the educational needs of students with disabilities as defined by applicable law; including the Americans with Disabilities Act (ADA), Rehabilitation Act §504, provisions of the Individual with Disabilities Education Act (IDEA), and to reasonably address the needs of identified EL youth/students pursuant to their respective areas.
- The Parties agree to share information regarding the care, educational program, related services, consequences, and behavior management plan of a youth/student in custody, as may be necessary so that each party may perform its duties and functions under this Agreement (Ed. Code §49076(a)(1)(B).

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:

Upon entry into the correctional facility, students are identified as receiving special education services or being under evaluation for eligibility through a search of student information databases shared by all local districts and the Santa Barbara County Special Education Local Plan Area (SELPA), or by contacting the student's previous district.

Special education staff, probation administration, JCCS administration, general education teachers, and administration from the student's primary district of residence are notified of newly enrolled students who have active IEPs or are undergoing assessment. Special education records, including the IEP, are requested immediately. Once received, these records are shared with the facility's educational staff.

Special education teachers maintain frequent and open communication and collaboration with agencies working within the facility, including probation and behavioral wellness, as well as with staff from the student's district of residence. This collaboration ensures the implementation of specific supports outlined in the IEP.

Representatives from probation, the district of residence, and any other identified support agencies are invited to all IEP meetings. They engage in the planning and implementation process along with educational staff and parents/guardians, ensuring a comprehensive and cohesive approach to the student's education within the correctional facility.

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:

In Santa Barbara County, districts are committed to supporting at-risk youth through various evidence-based prevention and intervention programs. These programs are designed to promote positive outcomes and mitigate potential disruptions to the educational process. Some of the key initiatives include:

Multi-Tiered Systems of Support (MTSS): An integrated approach that provides varying levels of support based on student needs, ensuring that all students receive the appropriate level of academic and behavioral support.

Positive Behavior Intervention and Support (PBIS): A proactive approach to establish behavioral supports and social culture needed for all students to achieve social, emotional, and academic success.

Restorative Practices: Strategies that focus on building relationships and community, repairing harm, and restoring relationships when conflicts arise.

Building Resilience in Students: Programs aimed at developing students' ability to bounce back from adversity, stress, and challenges.

Trauma-Informed Care: Approaches that recognize and respond to the impact of traumatic stress on children and youth.

College and Career Opportunities: Programs that expose students to various career paths and post-secondary education opportunities, including Advancement Via Individual Determination (AVID) and CTE.

Despite these comprehensive supports, some youth may still struggle to succeed in a traditional public school program. For these students, districts offer several alternative placement options:

District Operated Alternative Schools, including Community Day Schools: Schools designed to meet the needs of students who benefit from a different educational setting.

Agreements with Neighboring Districts: Enrolling students in schools in neighboring districts through mutual agreements, providing them access to different resources and environments.

Charter Schools: Enrollment in charter schools that may offer specialized programs or alternative instructional methods better suited to the student's needs.

County Community School Program: For students who require more intensive intervention, districts may refer them to the county community school program. Specifically, to refer a student to FitzGerald Community School, the referring school district must have a MOU in place. Additionally, the district must complete a formal referral packet, ensuring that all necessary documentation and rationale for the referral are provided.

These steps ensure that each student has access to an educational environment that best supports their individual needs, promoting continued academic and personal growth even when traditional school settings are not viable.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

SBCEO places a great deal of emphasis on the professional growth and development of our JCCS staff. With such a large percentage of high-needs students (100% low-income, 31.7% English Learners, 36.6% students with disabilities), JCCS students have generally limited language and math proficiency, and nearly always lack credits in core academic coursework. It is important for the entire certificated and classified instructional staff to be well-trained and current throughout their careers, specifically in areas of standards-based instructional practices, supporting the social and emotional needs of students, and creating a positive, inclusive school culture.

Professional development topics are annually identified through the LCAP development process based on the specific needs of students and staff. After every professional development opportunity, new learning is reviewed and discussed in several venues: Leadership Team meetings, Curriculum Workgroup meetings, and staff meetings. JCCS staff discuss the value of the new learning, how the new information can be best incorporated into the program, and how to most effectively utilize any new strategies. This deep level of conversation helps ensure growth and improvement among staff, as the overall impact of the professional development plan to determine if desired outcomes are being met and if adjustments are needed to ensure continuous improvement.

The following are areas of focus for JCCS professional development:

- English Language Arts (ELA)/ELD: A workgroup, composed of a JCCS Administrator and teachers from both sites, meets bi-monthly throughout the school year to participate in consultant-led classroom visitations designed to observe ELA and designated/integrated ELD instruction in a systematic, purposeful, and focused way.
- Mathematics: A workgroup, composed of a JCCS Administrator and all mathematics teachers engaged in secondary mathematics professional development offered by SBCEO. The math workgroup identifies strategies that are low entry - high ceiling so that all students, regardless of ability level, can participate in lessons from day one.
- The JCCS Administration, all teaching staff, and all classified instructional staff attend a variety of courses offered through the division of Curriculum and Instruction in the areas of: Instructional Design, Science & Technology, Ethnic Studies, and other educational topics.
- JCCS staff (Administrators, teachers, classified instructional and non-instructional staff) will continue receiving training in the area of social and emotional health). All instructional staff will continue to study restorative practices. The JCCS Administration and site liaisons will also attend the Bridges to Resiliency Conference to strengthen skills in creating and fostering resiliency in students.
- JCCS Teachers at the beginning of their careers participate in the Santa Barbara County Teacher Induction Program (TIP).
- JCCS Administrators, general and special education teachers, testing coordinator, and classified staff are provided meaningful leadership opportunities through participation on the JCCS Leadership Team. The Leadership Team weighs in on everything from scheduling, coursework, curriculum adoptions, instructional practices, programs for mental health and well-being, collaboration with Probation and other agencies, parent

engagement, and a host of additional topics. The work of the Leadership Team is significant and helps to promote positive outcomes for students and families.

The JCCS Administrators also participate in the following professional development activities:

- The Santa Barbara County Curriculum Council: Designed to keep districts up-to-date with the latest from the California Department of Education, state and national leadership, research, technology, legislation, policy and successful practices.
- Juvenile Court, Community, and Alternative School Administrators of California (JCCASAC): whose mission is to support student success by creating a collaborative network of county office administrators who research and share best practices regarding new and innovative program options for at-risk students; encourage legislation that advocates for the learning needs of all students; and give input and guidance to the Superintendents relative to the diverse needs of our student population.
- English Learner Network: a network of educators who meet quarterly to share best practices and align our work with current research and policy to prepare our English Learners for college and career and assist them in acquiring English language proficiency.
- Ethnic Studies Community of Practice: a network of educators who meet to share new information, foster connections across districts, and learn from each other's implementation progress and successes.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

None of our Juvenile Court and Community Schools have been identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI). Our process for prioritizing Title II funds is based upon providing appropriate professional development to support: (1) identified student needs, (2) identified staff needs, and (3) identified areas of curriculum, health, and wellness outlined in our LCAP.

Our JCCS program is small: 2 schools (1 court and 1 community); 1 Director, 1 Coordinator, 1 College and Career Counselor, 7 Teachers, 7 Teaching Assistants, 2 Office Assistants, 1 Administrative Assistant, and 1 Student Data Specialist. Approximately one-third of our students transition between each of the two schools; therefore, we have determined that providing the same training for staff provides continuity for our mobile student population.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

We have not been identified for CSI or TSI; however, we are diligent about collecting and analyzing data, and are strategic in our use of data to ensure continued improvement. JCCS utilizes Title II, Part A funding to provide professional development that specifically supports the goals and actions outlined in our LCAP. We do this to ensure that our programs, activities, and strategies are aligned system-wide.

We review a wide range of data to determine needs and measure progress, including: state assessments (e.g., Smarter Balanced, ELPAC, and Dashboard); local assessments (e.g., Let's Go Learn, ILP completion, CTE course completion, reclassification rates, IEP goal attainment, staff training reports, suspension, attendance, foster youth supports, and parent participation); and survey information (e.g., CA Healthy Kids Survey, parent and student surveys).

The JCCS Leadership Team is our primary decision-making body. The team is representative of all job classifications in JCCS, including the JCCS Director, the JCCS Coordinator, Teacher Liaisons from each school site, an Education Specialist, and a Teaching Assistant. The team convenes at least quarterly (more often as needed) to analyze data, develop plans, and update policies. LCAP metrics are also examined during meetings to determine if we are on track toward completion of our LCAP goals, actions and services, and whether our current plan is effective. If we find we are not reaching desired effects, we carefully identify revisions that may be needed to ensure positive outcomes.

Site Teacher Liaisons are a vital component of our improvement process. They perform several important tasks, including leading weekly staff discussions around student data, needs and progress; sharing/discussion Leadership Team meeting outcomes; and helping to ensure consistent and calibrated practices across the JCCS system.

Our Curriculum Workgroups (ELA and Mathematics) serve a critical role in the improvement process. Each workgroup meets 4-5 times per year to guide new adoptions, to create pacing guides, create lessons, observe instruction, and participate in debrief conversations. This has enabled JCCS to calibrate system-wide practices, and has allowed all teachers to enhance their instructional practices and increase instructional rigor.

The School Site Council (SSC) meets quarterly, and involves parents/guardians, community members, students, and staff members in a meaningful way to review student data and discuss improvement strategies. This group also creates, administers, and evaluates parent/guardian and student surveys, as well as identifies annual topics to engage parents/guardians in new learning about student progress and other areas of interest.

JCCS also works with community organizations that provide staff with specialized workshops, including FSA, CADA, and FBSMV. Based on the identified needs of our unique population, the organizations support JCCS by providing workshops in the key areas of substance abuse, resiliency, healthy choices, and strategies to minimize risky behavior.