

Santa Barbara County Education Office

BOARD BOOK
and AGENDA



February 2025



SANTA BARBARA COUNTY BOARD OF EDUCATION

4400 Cathedral Oaks Road
P.O. Box 6307
Santa Barbara, CA 93160-6307

REGULAR MEETING
February 13, 2025 – 2:00 p.m.

AGENDA

Online Viewing Option

Individuals who are unable to attend the board meeting in person may view it online by clicking on the link below or by copying and pasting it into a web browser:

<https://us02web.zoom.us/j/81267861281?pwd=XyeLrM94pwuHY0SH27ZtXVHZRZH5ns.1>

Public Comment Procedure

Public comment may be made in person at the board meeting. Persons wishing to address the board are requested to complete a “Request to Address Board” form, available at the meeting room entrance, and deliver it to the secretary prior to the time the meeting is called to order. During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak is typically 5 minutes but may be adjusted upon consent of the board depending on the total number of persons wishing to be heard. If the speaker needs more time, they may submit written comments.

Interpretation/Interpretación

Live simultaneous Spanish interpretation of the board meeting will be provided for those viewing online. Se dispondrá de interpretación simultánea del inglés al español durante la reunión del Consejo de Educación, para quienes la estén viendo por Internet.

Video Recording

The board meeting will be video recorded. The video recording will be made available online at <https://www.sbceo.org/about/board/boardmaterials>.

Assistance with Meeting

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in the meeting, please contact the superintendent’s office at (805) 964-4711 or email afreedland@sbceo.org by 10:00 a.m. the day before the meeting. Notification

at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

GENERAL FUNCTIONS

1. Call to Order

2. Spanish Interpretation/Interpretación

The president will announce that live simultaneous Spanish interpretation of the board meeting is available for those viewing online. La Presidente anunciará que se dispone de interpretación simultánea del inglés al español durante la reunión del Consejo de Educación, para quienes la estén viendo por Internet.

3. Pledge of Allegiance

4. Roll Call

5. Changes to the Agenda

The president will announce any additions, deletions, or changes in the order of business on the agenda at this time.

6. President and Board Comments

7. Public Comments

The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak is typically 5 minutes, however, with board consent, and depending on the number of persons wishing to be heard, the president may increase or decrease the time allowed for individual speakers. If the speaker needs more time, they may submit written comments.

PRESENTATION

8. Santa Barbara County Education Office Budget Overview

Adding on to last month's presentation about SBCEO's divisions, Associate Superintendent of Administrative Services Steve Torres will provide a general orientation of the Santa Barbara County Education Office budget.

SUPERINTENDENT'S REPORT

9. Superintendent's Report

(Attachment)

The superintendent's report is presented as an information item.

CONSENT AGENDA

At this time, the board will consider all of the items below together and can act upon them with a single vote. These items are considered to be routine and do not require separate discussion. Individual consent items may be removed and considered separately at the request of a board member or staff. The superintendent recommends approval of all consent items.

- 10. Minutes of Meeting Held January 9, 2025**
(Attachment)

- 11. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates**
(Attachment)

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from December 7, 2024 to January 6, 2025, and the issuance of temporary county certificates for that same time period.

- 12. Declaration of Surplus**
(Attachment)

Declaration of surplus on the attached surplus list for the following departments:

- Curriculum and Instruction
- Early Care and Education
- Information Technology Services
- Special Education

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

- 13. Recommended Approval to Expand Lease**
(Attachment)

The superintendent recommends approval to expand the lease for the facility located on South C Street in Lompoc for the Early Care and Education (ECE) program. The additional space will be used for staff offices and the cost of the

lease will be paid by the ECE program. Upon approval of the full board, SBCEO will proceed with negotiation and preparation of the lease agreement.

MOVED:

SECONDED:

VOTE:

14. Recommended Approval of Change Order
(Attachment)

The superintendent recommends approval of the change order (#3) for the Santa Barbara County Education Office's Curriculum and Instruction division construction project (# 01-24-25).

MOVED:

SECONDED:

VOTE:

15. Reimburse Expenses for Board Members to Attend the State of Education

The board will consider whether to approve the reimbursement of actual and necessary expenses for board members to attend the State of Education event, February 25, 2025, 4:30-6:30 p.m., cost: \$45 for Chamber members/\$35 for educators/\$55 for everyone else, hosted by the Santa Maria Valley Chamber of Commerce, in accordance with Board Policy 9250.

MOVED:

SECONDED:

VOTE:

16. Reimburse Expenses for Board Members to Attend the State of Vandenberg

The board will consider whether to approve the reimbursement of actual and necessary expenses for board members to attend the State of Vandenberg luncheon, March 14, 2025, 10:45 a.m.–2 p.m., cost: \$45 for Chamber members/\$60 for non-members, hosted by the Lompoc Valley Chamber of Commerce and the Santa Maria Valley Chamber of Commerce, in accordance with Board Policy 9250.

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

17. Personnel Report
(Attachment)

The classified personnel report is presented as an information item.

18. 2024-25 Local Control and Accountability Plan Mid-Year Monitoring Report
(Attachment)

The 2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report is required to come before the board and is presented as an information item. Director of Student and Community Services Elise Simmons will provide a presentation on the report.

CLOSED SESSION

19. Conference with Real Property Negotiator (Government Code § 54956.8) – Closed Session

Conference with real property negotiator. Properties: 1) property in Santa Maria, CA; 2) leased property at 4400 Cathedral Oaks Road, Santa Barbara, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria property and County of Santa Barbara. Instructions to negotiators regarding price, terms, and conditions.

MOVED:

SECONDED:

VOTE:

Reconvene to open session: Any action taken will be announced in open session.

FUTURE AGENDA ITEMS

20. Future agenda items

The following are agenda items for the March 13, 2025 board meeting in Santa Maria:

- Update on the Juvenile Justice Center (JJC) in Santa Maria, provided by Chief Probation Officer Holly Benton
- Presentation on SBCEO countywide mental health supports
- Brief tour of the SBCEO North County Office located on Farnel Road in Santa Maria

ADJOURNMENT

21. Adjournment to the next regular meeting to be held March 13, 2025 at the SBCEO North County Office, 402 Farnel Road, Santa Maria.

MOVED:

SECONDED:

VOTE:

Superintendent's Report



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
 Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Superintendent's Report February 13, 2025

Student Enrollment in SBCEO Schools and Programs

	July '24	Aug '24	Sept '24	Oct '24	Nov '24	Dec '24	Jan '24	Jan '25
JCCS – FitzGerald Community School	0	25	26	30	30	34	37	29
JCCS – Dos Puertas School	17	24	30	29	28	24	20	28
Early Care & Education (preschools and infant/toddler centers)	45	214	239	259	251	265	301	291
Special Ed – JCCS	11	8	13	12	13	10	10	12
Special Ed – Early start (infants)	103	95	99	96	101	102	105	100
Special Ed – Direct service districts	97	85	90	93	93	89	94	89
Special Ed – Regional: TK-12 extensive support needs program	55	52	52	53	53	51	56	50
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	85	84	87	83	76	82	82	82
Special Ed – Preschool	843	502	550	552	578	610	614	657

Numbers reflect the enrollment on a specific date in the month.

Resources for Schools and Families in Response to Federal Executive Orders

SBCEO continues to monitor and evaluate the evolving policy landscape for schools while providing support and resources to local educational agencies (LEAs), including SBCEO programs and schools. Here is a list of resources located on the SBCEO website: www.sbceo.org/supporting-students/federal-orders-resources

Santa Maria Valley Chamber of Commerce State of Education

The Santa Maria Valley Chamber of Commerce will host its 2025 State of Education event on February 25, 2025 from 4:30-6:30 p.m. at Allan Hancock College, Fine Arts Complex, in Santa Maria. I look forward to presenting along with Allan Hancock College president, Dr. Kevin Walthers, and school district superintendents from the Santa Maria Valley. Tickets may be found online at www.santamaria.com.

SBCEO Employee Service Awards

SBCEO employee service awards recognition will take place on March 4, 2025 at 3:30 p.m. via Zoom. Board members are invited to attend; please let me or Anna Freedland know if you are able to join.

First 5 Santa Barbara County's School Governance Brunch

First 5 Santa Barbara County will host its 3rd Annual School Governance Brunch on March 10, 2025 from 10 a.m.–1 p.m. at the Hilton Garden Inn in Lompoc. It will focus on leading with data to strengthen kindergarten readiness. Board members are welcome to attend. There is no cost to attend. Register online at: <https://s.sbceo.org/p>.

State of Vandenberg Luncheon

The Lompoc Valley Chamber of Commerce and the Santa Maria Valley Chamber of Commerce will jointly host the State of Vandenberg luncheon on March 14, 2025 from 10:45 a.m.–2 p.m. at Vandenberg Space Force Base in Lompoc. The registration deadline is March 4 at 4 p.m. Tickets may be found online at www.lompoc.com or www.santamaria.com.

SBCEO DIVISIONS

Administrative Services Division

Second Interim Program Managers' Meetings: The SBCEO (internal) Fiscal Services department will be conducting meetings with all program managers in February to discuss program budgets at the second interim.

Fiscal Services Office Relocation: Fiscal Services staff are all relocated to temporary office trailers in the upper parking lot. We anticipate the office repairs and renovation to be completed and staff moved back in by beginning to mid-March.

District First Interim Budget Reports: The School Business Advisory Services (SBAS) department's district financial advisors have completed their review of districts' 2024-25 first interim budget reports. All districts except for one received a positive

certification indicating that they can meet their financial obligations for the current year and two subsequent years. Cuyama Joint Unified School District received a qualified certification which means the district may not be able to meet their financial obligations for the current year or the two subsequent years.

Cabling and Network Installation: The Information Technology Services (ITS) department is in the process of planning and completing several cabling and network projects at the Cathedral Oaks and Hope Center campuses. The projects include Buildings I & J, the HR office, the Fiscal Services trailers, the renovated Fiscal Services and C&I offices, and the Partners in Education and Children’s Creative Project offices.

Curriculum and Instruction Division

Student Academic Event: Author-Go-Round: During January and February, north county and south county Author-Go-Round events welcomed 5th 8th graders from schools throughout the county. Students interacted with authors and illustrators, discussed literature and non-fiction, and discussed the writing process. North county notable authors included Charlotte Cosby, Greg Trine, Linda Joy Singleton, and Wendelin Van Draanen. Authors for the event in south county included Danielle Davis, Joan Bransfield Graham, Kathleen Contreras, and Patricia Newman.

Student Academic Event: Mock Trial: The Mock trial competition will be held at the Santa Barbara Courthouse on Saturday, February 22 and Saturday, March 1. The preliminary competition will feature teams from 8 high schools: Carpinteria, Dos Pueblos, San Marcos, Santa Barbara, Laguna Blanca, Lompoc, Cabrillo, and Bishop Diego. Each team will prepare both prosecution and defense in the fictitious case, *People v. Gold*, created by the Teach Democracy Foundation. Superior Court judges and local attorneys will serve as presiders and scorers during the preliminary trials the first weekend and during the semi-finals and finals on March 1. The champion team will represent our county at the state competition in March.

Local Control and Accountability Plan (LCAP) Training: SBCEO LCAP advisors from the Curriculum and Instruction and Administrative Services divisions are providing leadership for the statewide LCAP training for LCAP developers and reviewers. Additionally, we are providing comprehensive, integrated support for each district in the county. Our team training on the current template, incorporating all the requirements and elements, will take place Tuesday, February 18 in Buellton.

Social Emotional Learning: SBCEO is using the final year of the CalHope Social Emotional Learning (SEL) grant to offer direct services, including vetted speakers and trainers in a range of areas, including a free two-day training on Restorative Approaches with mediation and response. We also provide direct services to students and teachers in our alternative schools throughout the county, with training and coaching. Districts are signing up for arts-based SEL workshops and renowned speakers on the topic.

Math, Science, Computer Science (CS), and Artificial Intelligence (AI): We continue to provide customized training on the 2023 California Mathematics Framework throughout the county, and are helping districts prepare for the release of new mathematics materials next year. With Science added to the California School Dashboard, there is renewed interest in collaboration to explore the formative assessment resources together. Our next Science Community of Practice is in north county on March 5. Our AI workshops for teachers held monthly allow educators to drop in after school and explore the various tools, while discussing appropriate uses of AI throughout the school day. Our team is curating and distributing helpful training in Computer Science for educators as well through Seasons of CS.

Credential Programs Advisory Board: The advisory board for our four accredited credential programs (Teacher Induction Program, Bilingual Authorization, Preliminary Administrative Services Credential and Clear Administrative Services Credential) met recently. Board members include superintendents, specialists, principals, teachers, and administrators from the districts and charter schools we serve as well as representatives from our SELPA, and education faculty from our local institutes of higher education. Through the sharing of data and interactive process, we are continuously refining and adapting our programs to meet the needs of the educators and local educational agencies (LEAs) we serve.

Human Resources Division

Education Job Fairs: School districts throughout Santa Barbara County are seeking the best talent to serve students and keep schools and offices operating effectively. In addition to teachers and instructional support staff, schools need professionals in information technology, accounting, human resources, maintenance, and other fields.

These events are free, open to the public, and do not require pre-registration:

South County

Thursday, March 6, 2025, 4-7 p.m.

Santa Barbara County Education Office, Auditorium
4400 Cathedral Oaks Rd., Santa Barbara

North County

Thursday, March 13, 2025, 4-7 p.m.

Santa Maria Public Library, Shepard Hall
421 S. McClelland St., Santa Maria

Special Education Division

Preschool Transition: Special Education division teachers, speech and language pathologists, school psychologists, other related service providers, and administrators are working with Lompoc Unified School District, Orcutt Union School District, Santa Maria-Bonita School District, the Santa Ynez Valley Consortium, Montecito Union

School District, Cold Spring School District, and Santa Barbara Unified School District to prepare for transition meetings for over 550 students across the county. Our special education administrators (Calisa Castillo, Andy Evans, Sharie Strasburger, Joe Isaacson, and Anthony Linebaugh) collaborate with the receiving districts' special education administrators to support this process. Each student transitioning to another district has an Individualized Education Program (IEP) transition meeting in the spring. The purpose of this meeting is to determine how to appropriately meet their needs in the receiving district in the 2025-26 school year.

Of this group of over 550 students, about 280 reside in the Santa Maria-Bonita School District (SMBSD). SMBSD has hosted four Transitional Kindergarten (TK) Parent Nights, and SBCEO special education administrators have attended to support the process. Our special education staff will tour SMBSD's TK and kindergarten special education programs, and SMBSD staff will visit SBCEO's preschool programs. The purpose of these tours is to better understand each LEA's programs and enable the IEP teams to discuss the most appropriate services and placement for each of these students.

Lompoc Unified School District Preschool Program Transfer: During the January board meeting Special Education division overview, Kirsten Escobedo shared that Lompoc Unified School District (LUSD) will begin serving their preschool students in the 2025-26 school year. This program transfer began June 30, 2024, when LUSD notified SBCEO of their intention to transfer the program at the beginning of the 2025-26 school year. A series of detailed steps are involved in the process, including approvals of the transfer by LUSD's board and the SELPA Joint Powers Agency (JPA) board. January 15, 2025, was the last day for LUSD to rescind their program transfer request. LUSD has notified SBCEO and SELPA that the program transfer process will proceed.

SBCEO operates 8 special education preschool classrooms in Lompoc and provides itinerant preschool services at various locations within the district's boundaries. As of January 2025, SBCEO serves over 180 preschoolers with Individualized Education Plans (IEPs) on behalf of LUSD. About 50 SBCEO positions within the Special Education division are fully or partially impacted by this transfer. SBCEO will continue to collaborate with LUSD throughout this process to support a successful transition for the LUSD students and families.

Student and Community Services Division

Career Technical Education (CTE)

2024-2025 Career Technical Education (CTE) Educator Tours: The CTE Educator Tours continue to offer valuable experiences for our county's CTE educators. Upcoming tours include **Farm to Table Tech** in north Santa Barbara County on **February 7** and **Mind to Market** in south Santa Barbara County on **March 14**.

This year, an exciting addition to the lineup is a **tour of Vandenberg Space Force Base on March 7**, where over 30 participants, including administrators, counselors,

CTE teachers, and representatives from three of our divisions, will gain insight into career pathways in aerospace and technology.

You can find photos from past tours in [this folder](#). If you are interested in joining future CTE Educator Tours ([North](#) & [South](#)), please contact **CTE Director Sarah Cameron** at scameron@sbceo.org.

Juvenile Court and Community Schools (JCCS)

Student Behavioral Health Incentive Program (SBHIP): The end-of-program gathering for SBHIP was held on January 27, 2025. There were two (2) counties representing nine (9) local educational agencies (LEAs), including JCCS, that participated in SBHIP. Other districts from Santa Barbara County included the Carpinteria Unified School District, Cuyama Joint Unified School District, Guadalupe Union School District, Lompoc Unified School District, and Santa Maria-Bonita School District. The participating LEAs presented key activities, partnerships, program highlights, lessons learned, and plans for sustaining the work that was kickstarted by this program in 2022.

SBHIP, a program of the California Department of Health Care Services, endeavored to increase access to school-based behavioral health services for Medi-Cal eligible students, increase the number of TK-12 students enrolled in Medi-Cal who receive behavioral health services, and increase the availability of non-specialty services on or near school campuses.

Partners in Education (PIE)

Computer Basics Classes in Lompoc – New Session Starting in February: A new round of Computer Basics classes will begin in February in Lompoc. Partners staff are actively conducting outreach and registering participants for this valuable program. Participants commit to 24 hours of learning, gaining essential computer skills that enhance their job prospects and equip them to better support their children in school. Upon completion, participants receive a brand new Chromebook as a tool for continued learning and growth. By the end of the school year, 200 participants will have successfully completed the program, strengthening digital literacy across the community.

Spring Job Readiness Training Program – Applications Due February 10: Partners in Education is preparing to welcome up to 90 high school students (ages 15–18) into the [Spring Job Readiness Training Program](#). This 8-week program helps students build resumes, refine interview and communication skills, and explore career interests with the support of volunteer career coaches and guest speakers. Upon completing the training, students become eligible for a paid internship this summer, providing valuable hands-on work experience.

School Climate and Student Engagement

The Student and Community Services division recently shared the following resources and information with district and site leaders:

Guidance and Model Policies to Support Schools in Responding to Immigration

Issues: The California Department of Justice, Office of the Attorney General, has provided resources to ensure a safe and secure learning environment for all students:

- [Model Guidance from California Attorney General](#)
- [Quick Reference for School Officials](#)
- Support Guide for Families: [English](#) and [Spanish](#)

Protections for LGBTQ+ through the Support Academic Futures and Equality for Today's Youth (SAFETY) Act: As of January 1, 2025, AB 1955 (the SAFETY Act) is in effect, requiring LEAs to adhere to the following provisions:

1. Non-retaliation policies.
2. Prohibition of “forced outing” (disclosing a student’s sexual orientation, gender identity, or gender expression without their consent unless required by law).
3. Invalidation of any “forced outing” policies.

For more information, visit the [California Department of Education’s webpage](#).

School Safety

Multidisciplinary Threat Assessment Training – February 2025: The Santa Barbara County Education Office, in collaboration with First 5 Santa Barbara County and the Santa Barbara County Office of Emergency Management, is hosting a Multidisciplinary Threat Assessment Training. This training is designed for TK-12 administrators, counselors, early care and education providers, and school safety personnel.

Led by school safety expert and consultant Jeffrey Solomon and Dr. Brian Van Brunt, the training will cover the fundamentals of establishing a threat assessment team, identifying and recognizing various types of threats, conducting assessments, and analyzing real case studies.

Training Dates & Locations

- February 25, 2025 – Orcutt Union School District
- February 26, 2025 – SBCEO, Cathedral Oaks Road campus

Registration details are located on the [flyer](#).

Transitional Youth Services (TYS)

Mid-Year Check-In: Strengthening TYS Collaboration with Foster and Homeless Education Liaisons: TYS program associates are conducting mid-year check-ins with every district to strengthen collaboration and support for foster and homeless students. For high school districts, the focus will be on revisiting the goals set in August, specifically addressing graduation rates, suspension rates, and chronic absenteeism.

With all districts, we will review the latest DataQuest findings, analyze progress, and identify areas for improvement. These meetings provide an opportunity to assess successes, address challenges, and ensure liaisons have the support needed to keep students on track for success.

Education for Homeless Children and Youths Grantee Conference in Sacramento:

TYS Director Amy Willis attended the Education for Homeless Children and Youth (EHCY) Coordinators' Meeting and the Homeless Education Technical Assistance Centers' (HETACs) Regional Meeting on January 30–31. Topics covered included data, legislative and fiscal updates, as well as workshops related to program sustainability.

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

4400 Cathedral Oaks Road
P.O. Box 6307
Santa Barbara, CA 93160-6307

REGULAR MEETING
January 9, 2025 – 2:00 p.m.

MINUTES

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

The regular meeting of the County Board of Education was called to order at 2:00 p.m. by Board President Marybeth Carty.

2. Spanish Interpretation/Interpretación

The president announced that Spanish interpretation of the board meeting was available online via Zoom.

3. Pledge of Allegiance

The board recited the Pledge of Allegiance.

4. Roll Call

Board Members Present

Vedamarie Alvarez Flores
Katya Armistead
Marybeth Carty
Nadra Ehrman
Judith Frost
Sarah Anne Read

Board Members Absent

Guy Walker

Staff Members Present

Susan Salcido, superintendent
Felicitia Torres, legal counsel
Anna Freedland, executive assistant

Ellen Barger	Marc Cunningham	Mari Gonzales	Steve Torres
Camie Barnwell	Kirsten Escobedo	Don Lockwood	
Bridget Baublits	Nicole Evenson	Amy Ramos	

Others Present

Hugo Santos-Gomez, interpreter (via Zoom)
Regina Santos-Moreno, interpreter (via Zoom)

5. Changes to the Agenda

None.

6. President and Board Comments

The president briefly commented on the Los Angeles fires and on a local program called Viva el Arte de Santa Barbara, including an invitation to a luncheon about it later in the month.

7. Public Comments

None.

PRESENTATION

8. Santa Barbara County Education Office Overview

The superintendent, associate superintendents, and director of communications, provided brief overviews of the office and the following divisions/departments:

- Administrative Services Division
- Communications Department
- Curriculum and Instruction Division
- Human Resources Division
- Special Education Division
- Student and Community Services Division

SUPERINTENDENT'S REPORT

9. Superintendent's Report

The superintendent's report was presented as an information item. Dr. Salcido highlighted the following items in the written report:

- January was School Board Recognition Month
- Upcoming January governor's budget perspective workshop
- Inclusion Network
- Second statewide mathematics convening
- Career Technical Education (CTE) K12 Strong Workforce Grant
- Partners in Education program received the Golden Bell Award

The superintendent also reported that tomorrow, we would hear about the governor's budget.

CONSENT AGENDA

The board approved all consent agenda items:

10. Minutes of Meeting Held December 13, 2024

11. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from November 7, 2024 to December 6, 2024, and the issuance of temporary county certificates for that same time period.

12. Declaration of Surplus

Declaration of surplus for the following department:

- Communications

Motion to approve all consent items:

MOVED: **Dr. Armistead**

SECONDED: **Ms. Ehrman**

VOTE: **Passed 6-0**

ACTION ITEM

13. Recommended Approval of Change Order

The board approved the change order (#2) for the Santa Barbara County Education Office's Curriculum and Instruction Division construction project (# 01-24-25).

MOVED: **Mrs. Frost**

SECONDED: **Mrs. Read**

VOTE: **Passed 6-0**

INFORMATION ITEMS

14. Personnel Report

The certificated and classified personnel reports were presented as an information item.

15. Williams Uniform Complaints Quarterly Report

The Williams Uniform Complaints Quarterly Report indicating no complaints filed for the period of September 16, 2024 through December 15, 2024, for Juvenile Court and Community Schools, and Special Education, was presented to the board as an information item.

CLOSED SESSION

16. Conference with Real Property Negotiator (Government Code § 54956.8) – Closed Session

The board held a closed session conference with real property negotiator. The closed session began at 3:48 p.m. and present were board members; Dr. Susan Salcido, county superintendent of schools; Steve Torres, associate superintendent; Kirsten Escobedo, associate superintendent; Marc Cunningham, director of facilities; Felicita Torres, legal counsel; and Anna Freedland, executive assistant.

Properties: 1) property in Santa Maria, CA; 2) leased property at 4400 Cathedral Oaks Road, Santa Barbara, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria property and County of Santa Barbara. Instructions to negotiators regarding price, terms, and conditions.

There was no action taken.

At 4:08 p.m. the board adjourned closed session and reconvened to open session.

ACTION ITEM

17. Recommended Adoption of Resolution – Ratification of Purchase of Real Property

Due to additional, recent information, the superintendent rescinded her recommendation to adopt Resolution No. 2509 regarding the ratification of the purchase of real property located 528 South Broadway in Santa Maria on the terms and conditions set forth in the Purchase and Sale Agreement and Escrow Instructions, dated September 6, 2024, and amended by addendum on September 18, 2024 and November 5, 2024. The board made the following motion:

MOTION: To decline to adopt the resolution and decline to ratify the purchase of real property, due to the additional information.

Ayes: 6 Noes: 0 Absent: 1 Abstain: 0
MOVED: Mrs. Frost SECONDED: Mrs. Alvarez Flores VOTE: Passed 6-0-1-0

FUTURE AGENDA ITEMS

18. Future agenda items

The following were mentioned as a potential future agenda items:

- Update on the Juvenile Court and Community Schools (JCCS) program
- Information on youth mental health services

PRESENTATION

19. Tour of Santa Barbara County Education Office

The board briefly toured the Santa Barbara County Education Office (headquarters), led by the superintendent, division associate superintendents, and director of facilities.

ADJOURNMENT

20. Adjournment

The meeting was adjourned at 4:11 p.m. to the next regular meeting to be held February 13, 2025.

MOVED: Dr. Armistead SECONDED: Mrs. Alvarez Flores VOTE: Passed 6-0

Marybeth Carty, President
County Board of Education

Dr. Susan Salcido, Secretary
County Board of Education



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

Credentials report pertaining to credentialed personnel, employed by local educational agencies across Santa Barbara County

Registration of Credentials or Other Certification Documents

The Santa Barbara County Education Office (SBCEO) registers credentials provided to all individuals throughout Santa Barbara County who have been issued credentials and permits by the California Commission on Teacher Credentialing (CCTC). (*Education Code § 44332.5*)

The content in this section of the report is informational.

Issuance of Temporary County Certificates

Temporary County Certificates (TCC) are issued by SBCEO to individuals during the interim period from when they apply for a credential with the California Commission on Teacher Credentialing to when they are issued or denied the official credential.

A TCC allows an individual to actively work and be paid for service in those positions for which the credential is required while they await final clearance of their credential or permit.

Temporary County Certificates must be approved by the County Board of Education. (*Education Code § 44332*)

**Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
December 7, 2024 - January 6, 2025**

<u>Name</u>		<u>Type of Credential/Permit</u>
Expiration Date: 2025		
Rachel	Adams	30-Day Substitute Teaching Permit
Michael	Adkison	Teaching Permit for Statutory Leave
Andrea	Almanza	Short-Term Staff Permit
Jesica	Alvizo	Teaching Permit for Statutory Leave
Abigail	Anderson	30-Day Substitute Teaching Permit
Sarah	Buchanan	Teaching Permit for Statutory Leave
Christopher	Cabrera	30-Day Substitute Teaching Permit
Krista	Caniano	Education Specialist Instruction Credential
Kelley	Carter	Administrative Services Credential
Daniel	Clardy	Teaching Permit for Statutory Leave
Isaac	De La Cruz	Provisional Internship Permit
Lukas	Grassle	Short-Term Staff Permit
Alexandra	Heath	Teaching Permit for Statutory Leave
Christopher	Kiser	Short-Term Staff Permit
Cole	Knightley	30-Day Substitute Teaching Permit
LaRonda	Lewis	Teaching Permit for Statutory Leave
Victor	Mendoza	Teaching Permit for Statutory Leave
Channon	Mitchell	Administrative Services Credential
Kristoffer	Morgan	Single Subject Teaching Credential
Blaga	Nichols	Teaching Permit for Statutory Leave
Amalia	Olivo	Short-Term Staff Permit
Sara	Ovadia	30-Day Substitute Teaching Permit
Cynthia	Prindeville	Short-Term Staff Permit
Leslie	Sanchez	Teaching Permit for Statutory Leave
Joseph	Scalia	30-Day Substitute Teaching Permit
Ronan	Swanson	30-Day Substitute Teaching Permit
Daniel	Torres	30-Day Substitute Teaching Permit
Laura	Valdez	Short-Term Staff Permit
Sophia	Valenzuela	30-Day Substitute Teaching Permit
Julia	Veglia	30-Day Substitute Teaching Permit
Marlyn	Zambrano	Short-Term Staff Permit

Expiration Date: 2026

Stephanie	Aichinger	30-Day Substitute Teaching Permit
Ivan	Alvarez	Administrative Services Credential
Rosiele	Angkahan	30-Day Substitute Teaching Permit

Britney	Bean	30-Day Substitute Teaching Permit
Lyn	Bean	30-Day Substitute Teaching Permit
Erasmus	Canongo	Single Subject Teaching Credential
Vanessa	Carkonen	30-Day Substitute Teaching Permit
Pamela	Cary	30-Day Substitute Teaching Permit
D'Arcy	Cornwall	30-Day Substitute Teaching Permit
James	Dalton	30-Day Substitute Teaching Permit
Cintya	Diaz	Education Specialist Instruction Credential
Crystal	Dolan	Education Specialist Instruction Credential
Katherine	Emery	30-Day Substitute Teaching Permit
Hillary	Fong	30-Day Substitute Teaching Permit
Ana	Gazga	30-Day Substitute Teaching Permit
Rosemarie	Giorgi	30-Day Substitute Teaching Permit
Skylar	Grisaffi	30-Day Substitute Teaching Permit
Daisy	Haeberle	30-Day Substitute Teaching Permit
Sana	Hasan	30-Day Substitute Teaching Permit
Joanna	Hawkins	30-Day Substitute Teaching Permit
Jade	Ingram	30-Day Substitute Teaching Permit
Siena	Keck	30-Day Substitute Teaching Permit
Nathan	Lahr	30-Day Substitute Teaching Permit
William	Lee	30-Day Substitute Teaching Permit
Paola	Lomeli	30-Day Substitute Teaching Permit
Jordan	Lopez	30-Day Substitute Teaching Permit
Zachary	Masters	30-Day Substitute Teaching Permit
Daniel	Mc Cluskey	30-Day Substitute Teaching Permit
Terrance	Mc Gowan	30-Day Substitute Teaching Permit
Maxwell	O'Kieffe	30-Day Substitute Teaching Permit
Guillermo	Padilla	Teaching Permit for Statutory Leave
Judith	Papineau	30-Day Substitute Teaching Permit
Megan	Pecile	30-Day Substitute Teaching Permit
Maria	Perez	30-Day Substitute Teaching Permit
Patricia	Perez	30-Day Substitute Teaching Permit
Reed	Pollock	30-Day Substitute Teaching Permit
Jackelyn	Rapuzzi	30-Day Substitute Teaching Permit
Jonathan	Romero	30-Day Substitute Teaching Permit
Jeff	Saito	30-Day Substitute Teaching Permit
Laurel	Sheard	30-Day Substitute Teaching Permit
Darren	Smoot	30-Day Substitute Teaching Permit
Mallory	Soares	30-Day Substitute Teaching Permit
Claire	Stancer	30-Day Substitute Teaching Permit
Edmond	Viau	30-Day Substitute Teaching Permit
April	White	30-Day Substitute Teaching Permit

Expiration Date: 2027

Jessica	Mayhugh	Multiple Subject Teaching Credential
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Expiration Date: 2028

Brian	Downie	Career Technical Education Teaching Credential
Guillermo	Mederos	Multiple Subject Teaching Credential
Kelsey	Nunes	Multiple Subject Teaching Credential
Kelsey	Nunes	Education Specialist Instruction Credential

Expiration Date: 2029

Sayard	Cooney	School Nurse Services Credential
Ashlee	Flores	Child Development Site Supervisor Permit
Avery	Fullwood	Child Development Associate Teacher Permit
Kirsten	Garberg	Education Specialist Instruction Credential
McKinnley	Gault	Single Subject Teaching Credential
Jenny	Johansen	Education Specialist Instruction Credential
Nancy	Masse	Single Subject Teaching Credential
Shelby	Meyerrose	Speech-Language Pathology Services Credential
Julie	Santoyo	Child Development Teacher Permit
Audrianna	Strickland	Speech-Language Pathology Services Credential
Erik	Thompson	Education Specialist Instruction Credential
Julia	Thompson	Multiple Subject Teaching Credential
Daniela	Villanueva	Speech-Language Pathology Services Credential
Ashley	Warwick	Single Subject Teaching Credential

Expiration Date: 2030

Debra	Aiken	Multiple Subject Teaching Credential
Rosario	Aronie	Designated Subjects Adult Ed Teaching Credential
Rosario	Aronie	Multiple Subject Teaching Credential
Jennifer	Bailey	Multiple Subject Teaching Credential
Barbara	Barr	Multiple Subject Teaching Credential
Olivia	Bolanos	Multiple Subject Teaching Credential
Vickie	Borcher	Single Subject Teaching Credential
Vickie	Borcher	Multiple Subject Teaching Credential
Martina	Emde	Single Subject Teaching Credential
Tymen	Fredriks	Single Subject Teaching Credential
Tymen	Fredriks	Multiple Subject Teaching Credential
Nohelani	Gregory	Multiple Subject Teaching Credential
Amy	Griffiths	Pupil Personnel Services Credential
Beatriz	Hernandez	Multiple Subject Teaching Credential
Stephanie	Hernandez	Multiple Subject Teaching Credential
Amy	Lovelace	Single Subject Teaching Credential
Amy	Lovelace	Multiple Subject Teaching Credential
Holly	Noble	Single Subject Teaching Credential



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Recommended Approval for Declaration of Surplus February 13, 2025

Curriculum and Instruction

- SB 20976 Apple MacBook Pro Laptop Computer

Early Care and Education

- SB 23106 Dell Latitude 3520 XCTO Laptop
- SB 21086 Dell Latitude 5500 Laptop
- SB 21557 Dell Latitude 5420 Laptop
- SB 21453 Dell Latitude 3510 Laptop
- SB 21321 Kyocera Dura XV Cell phone
- SB 21320 Kyocera Dura XV Cell phone
- SB 21026 Apple iPhone 8

Information Technology Services

- SB 19827 HP Laser Jet M551XH Printer

Special Education

- SB 20045 Acer Aspire 5 Laptop Computer
- SB 20616 Asus ZenBook Laptop Computer
- SB 20650 Acer Aspire 5 Laptop Computer
- SB 22378 Dell Inspiron Laptop

The value of items listed above does not exceed \$25,000.

Action Items

SPECIAL EDUCATION AND EARLY CHILDHOOD EDUCATION LEASES

Special Education Leases Program Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft ²	Market Price/Ft ²	Lease Term	Cycle
1	Preschool	Zaca Center Preschool	27 Six Flags Circle, Buellton	\$2,080.00	660 ft ² (\$3.15/ft ²)	\$16.00/ft ²	8/15/22-6/9/23	Automatic Renewal for one-year terms
2	Preschool	Allan Hancock College Children's Center	Children's Center, 800 S. College Drive, Santa Maria	\$2,080.00	880 ft ² (\$2.36/ft ²)	\$16.46/ft ²	8/8/22-6/9/23	Automatic Renewal for one-year terms
3	Preschool Specialist	Orcutt Presbyterian Church	993 Patterson Road, Orcutt	\$100.00	300 ft ² (\$0.33/ft)	\$27.50/ft ²	7/1/22-6/30/23	
4	Preschool Specialist	Santa Ynez Valley Presbyterian Church	Franklin-1825 Alamo Pintado Ave., Santa Ynez	\$80.00	80 ft ² (\$1.00/ft ²)	\$25.75/ft ²	7/1/22-6/30/23	Automatic Renewal for one-year terms
5	Preschool	Regency Estates Development	2320 Central Park Drive, Santa Maria	\$1,950.00	880 ft ² (\$2.15/ft)	\$16.46/ft ²	7/1/22-6/30/23	Automatic Renewal for one-year terms
6	Preschool Specialist	G A Hancock Properties, Inc. c/o Pacifica Property Mgmt.	625 S. McClelland St., Suites B & C, Santa Maria	\$1654.80 \$1,210.00	2,964 ft ² (\$0.56/ft ²) 1,100 ft ² (\$1.10/ft ²)	\$16.46/ft ²	7/1/22-6/30/23	
7	Office/PSS	425 West Central Properties, c/o Pacifica Property Mgmt.	425 W. Central Avenue, Suite 101A, Lompoc	\$2,411.00	1,370 ft ² (\$1.76/ft ²)	\$21.86/ft ²	8/1/22-7/31/25	
8	Preschool	Orcutt Union School District	3491 Point Sal Road, Casmalia	\$133.00	(entire elementary campus)	\$16.46/ft ²	7/01/23-6/30/26	
Educational Services Program Name/Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft ²	Market Price/Ft ²	Lease Term	Cycle
Children & Family Resource Services								
9	Health Linkages Office	Ebbert's Property Management	104 South C Street, Suite E, Lompoc	\$450.00	530 ft ² (\$0.85/ft ²)	\$21.86/ft ²	Monthly	Automatic Renewal
Early Care & Education (ECE)								
10	ECE Lompoc Office Suite H	Ebbert's Property Management	104 South C Street, Suite H, Lompoc	\$600.00	600 ft ² (\$0.82/ft ²)	\$21.86/ft ²	7/1/22-6/30/23	7/1/2023 (renewed monthly)
11	ECE Lompoc Office Suite G	Ebbert's Property Management	104 South C Street, Suite G, Lompoc	\$975.00	830 ft ² (\$1.17/ft ²)	\$21.86/ft ²	7/1/22-6/30/23	7/1/2023 (renewed monthly)
12	ECE Lompoc Office Suite C and F	Ebbert's Property Management	104 South C Street, Suites C and F, Lompoc	\$350.00	285 ft ² (\$0.82/ft ²)	\$21.86/ft ³	2/15/25-2/14/26	
13	ECE Main Street Office	Olivera Properties, LLC	722 E. Main Street, Suites 201-210, Santa Maria	\$11,466.65	9,971 ft ² (\$1.15/ft ²)	\$16.46/ft ²	7/1/23-6/30/26	

Santa Barbara County Education Office

CHANGE ORDER (CO)

Site Name:	Cathedral Oaks Campus	Date:	1/24/2025
Project Name:	C&I Project	Change Order Number:	3
To:	Marc Cunningham	Project Number:	01-24-25
From:(Contractor)	Precon Industries.	Bid Number:	

A	B	C	D	(C / A)	(B + C) / A
Original Contract Amount	Cumulative Change Order Total to Date (not including this CO)	Amount of this CO	Revised Contract Amount	% of this CO	% Total Cumulative COs (including this CO)
\$ 463,000.00	\$ 52,180.84	\$ 13,550.86	\$ 528,731.70	2.93%	14.20%

You are hereby directed to make the following change(s) in the Contract. Reference COP Number(s):

DESCRIPTION OF WORK:

- 1) PCO-006: Restroom Ceiling Additional Beam Framing. \$2,196.53
- 2) PCO-009: RFI-03 Demo Exhaust Fan in New Office Space. \$1,426.49
- 3) PCO-010: PR001 Change WC to Auto Flush. \$260.28
- 4) PCO-011.2: Elec Floor Box Removal and Concrete Floor Leveling Prep. \$8,568.00
- 5) PCO-016: Additional Painting for East Wall of Offices. \$1,099.56
- 6) Additional Construction Days for PCO's Approved Under Allowances: 4 calendar days

REASON FOR CHANGE:

- 1) PCO-006: Existing ceiling framing was not continuous. Once dividing support wall was removed, a beam was installed.
- 1) PCO-009: Demo existing exhaust fan in wall that was in conflict on new planned wall.
- 2) PCO-010: Change water closet toilet to auto flushing model.
- 3) PCO-11.2: Remove elec floor box power located under new wall location. Float concrete floor due to cracks and popups.
- 4) PCO-016: Additional painting of east wall in offices 102,103,104.

Initiator of Change: Contractor Owner Architect

Contract Documents associated with this Change Order are as follows: _____

Change Order Item Code: _____ A/E Fee Yes No Project Manager Initials: _____

Additional Days for COP's are granted as non compensable, excusable time extension of 11 work days or 15 calendar days.


The Contract Amount due to this Change Order will be Increased Decreased Unchanged by \$13,550.86

The Contract Time due to this Change Order will be Increased Decreased Unchanged by 4 Calendar days

The revised Final Completion date is _____ March 3, 2025

Milestones in the Contract have been changed as per the attached Schedule

This Request appears valid and is recommended for approval.

	Signature	Name (Print)	Date
Contractor: Precon Industries		LUIS GIL	01/27/2025
Architect : KBZ (as required for DSA)		JOE WILCOX	
Construction Project Manager		MARC CUNNINGHAM	
Associate Superintendent C&I		ELLEN BARGER	
Associate Superintendent, Administrative Services.		STEVE TORRES	

CC: State of California - Division of the State Architect, Application Number: _____ N/A _____ File Number: _____

Information Items



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

Personnel reports pertaining to SBCEO personnel, employed by the Santa Barbara County Superintendent of Schools

The certificated and classified personnel reports are provided to the board as an information item.

Certificated Personnel Report

Certificated employees are those whose positions require a specific credential issued by the California Commission on Teacher Credentialing.

The certificated personnel report is generated regularly and includes all actions made regarding employment of certificated employees at SBCEO such as appointments and separations.

Classified Personnel Report

Classified employees are those whose positions do not require a state-issued credential. Since 1975, the Santa Barbara County Education Office has operated a Merit System for the classified service. Merit System law (Education Code § 45240-45320) provides that classified employees are selected, retained and promoted on the basis of merit and fitness, exclusive of discrimination due to actual or perceived race, color, ethnicity, age, religion, political affiliation, marital status, disability, gender, sexual orientation or national origin. The Personnel Commission, composed of three members, is the impartial body authorized by the state to be responsible for implementing and interpreting Merit System rules and adjudicating appeals on those facets of employment within its purview.

The classified personnel report is typically generated monthly and includes all personnel actions affecting classified employees at SBCEO such as appointments, changes to status, and separations.

Santa Barbara County Board of Education

Classified Personnel Report

February 13, 2025

Appointments

Limited Term/Substitute

Lorenzano Barajas, Karla January 13, 2025
Paraeducator • Special Education • Various Sites
• Hourly as needed

Luna-Ayala, Tiffany December 12, 2024
Paraeducator • Special Education • Various Sites
• Hourly as needed

McNabb, Shelby December 16, 2024
Paraeducator • Special Education • Various Sites
• Hourly as needed

Probationary

Santillan-Gonsales, Stephanie January 13, 2025
Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Changes

Anniversary Increase

Baeza, Alejandro January 1, 2025
Finance Systems Supervisor • School Business Advisory Services • Cathedral Oaks
100% • 12 months

Cansino, Cristina January 1, 2025
Early Care and Education Case Worker • Early Care and Education • Santa Maria - Main
100% • 12 months

Castro, Maria January 1, 2025
Administrative Assistant • Special Education • Special Education Support Staff North
100% • 12 months

Cordero, Tracie January 1, 2025
Classified Human Resources Specialist • Human Resources • Classified Human Resources Staff
100% • 12 months

Delgadillo, Fabian January 1, 2025
Paraeducator • Special Education • Speech/Language Services, McClelland
87.5% • 10 months

Filomia, Andres January 1, 2025
Paraeducator • Special Education • Montecito Union School
81.25% • 10 months

La Riba, Walter January 1, 2025
Information Technology Support Specialist - Bilingual • Partners in Education • Partners in Education
100% • 12 months

Mendoza, Nathali January 1, 2025
Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Montes Medina, Agueda January 1, 2025
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Norrie, Charmaine January 1, 2025
Administrative Assistant • Transitional Youth Services • Transitional Youth South
100% • 12 months

Sagrero, Maria January 1, 2025
Administrative Assistant • Internal Services • North County Office
100% • 12 months

Walling, Elizabeth January 1, 2025
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2
100% • 12 months

Probation to Permanent

Amezcuca Cornejo, Uriel January 1, 2025
Custodian/Delivery Driver • Internal Services • Operation South 2
100% • 12 months

Bartolon, Mary January 1, 2025
Office Assistant • Juvenile Court and Community Schools • Peter B. FitzGerald Community School
100% • 12 months

Ore, Ailey January 1, 2025
Office Assistant • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Promotion

Ore, Ailey January 2, 2025
Administrative Assistant • Early Care and Education • Early Care and Education - Hope Center 3
100% • 12 months

Separation

Passed Away

Gomez Suarez, Isaac

December 24, 2024

Custodian/Maintenance Worker • Internal Services • Operations North
100% • 12 months

Resignation

Carpio, Andrew

January 13, 2025

Paraeducator • Special Education • Lenora Fillmore Preschool
87.5% • 10 months

Terminated

Loomis, Tais

January 13, 2025

Integrated Worker • Special Education • Integrated Special Education South
40% • 12 months

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Associate Superintendent, Student and Community Services	bbaublits@sbceo.org 805-964-4711

Goal 1

Goal Description

All students will demonstrate proficiency of grade-level content standards and will be prepared for college and/or career.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.a	The percentage of students earning credits at an accelerated rate. (Aeries data)	72% (72/99) of students earned credits at an accelerated rate. The baseline was established from 2023-24 data as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 77.8% (63/81). In the Court School, 75.5% (37/49) of students earned credits at an accelerated rate. In the Community School, 81.3% (26/32) of students earned credits at an accelerated rate.	80% of students will earn credits at an accelerated rate.
1.a	The percentage of students who score at nearly met or met standard in English Language Arts (ELA) on the CAASPP. (Aeries)	32% of students scored nearly met or met standard in ELA on the CAASPP. The baseline was established from 2022-23 data.	N/A	N/A	This metric is known. Based on the CAASPP assessment results of 2023-24, the overall % of students that scored nearly met or met standard in ELA is 6.8% (3/44).	40% of students will score nearly met or met standard in ELA on the CAASPP.
1.a	The percentage of students who score at nearly met or met	0% of students scored nearly met or met	N/A	N/A	This metric is known.	35% of students will score nearly met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	standard in mathematics on the CAASPP. (Aeries)	standard in math on the CAASPP. The baseline was established from 2022-23 data.			Based on the CAASPP assessment results of 2023-24, the overall % of students that scored nearly met or met standard in math is 6.7% (3/45).	met standard in mathematics on the CAASPP.
1.a	The percentage of students who score at nearly met or met standard in science on the CAST. (Aeries)	0% of our students have scored nearly met or met standard in science. This is a new metric, measured by CAST, therefore the baseline will be established from the 2023-24 data.	N/A	N/A	This metric is known. Based on the CAST assessment results of 2023-24, the overall % of students that scored nearly met or met standard in Science is 19% (4/21).	35% of students will score nearly met or met standard in science on the CAST.
1.a	The number of math Interim Block Assessments administered to students on an annual basis. (Smarter Balance - Toms)	0 math Interim Block Assessments have been administered. This is a new metric, therefore the baseline will be established from the 2024-25 data.	N/A	N/A	This metric outcome is in progress. At this time, one (1) math Interim Block Assessment was administered first semester at both the Court and Community School.	4 math Interim Block Assessments will be administered annually to students.
1.a	The number of ELA Interim Block Assessments administered to students on a annual basis. (Smarter Balance - Toms)	0 ELA Interim Block Assessments have been administered to students This is a new metric, therefore the baseline will be established from the 2024-25 data.	N/A	N/A	This metric outcome is in progress. At this time, one (1) ELA Interim Block Assessment was administered first semester at both the Court and Community School.	4 ELA Interim Block Assessments will be administered annually to students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.a	The average growth of students on the Diagnostic Online Reading Assessment (DORA) based on pre/post scores. (Let's Go Learn)	The average growth of students was 0.49 grade level increase in reading. The baseline was established from 2023-24 data as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, the average growth of students was a 1.4 grade level increase in reading.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
1.a	The average growth of students on the Adaptive Diagnostic Assessment of Mathematics (ADAM) based on pre/post scores. (Let's Go Learn)	The average growth of students was 0.42 grade level increase in mathematics. The baseline was established from 2023-24 data as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, the average growth of students was a 0.1 grade level decrease in mathematics.	The average growth of students between the ADAM pre/post scores will indicate 1 (one) year of growth.
1.a	Percent of students who score proficient (3 or higher) on the local writing assessment. (Local Benchmark Assessment)	57% (49/86) of our students have scored proficient on the local writing assessment. At the Court School, 63.4% (26/41) of students have scored proficient. At the Community School, 53.1% (26/49) of students have scored proficient. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric is in progress. At this time, 36.8% (28/76) of our JCCS students have scored proficient on the local writing assessment. At the Court School, 47.6% (20/42) of students have scored proficient on the local writing assessment. At the Community School, 23.5% (8/34) of students have scored proficient on the local writing assessment.	75% of our students will score proficient on the local writing assessment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.a	The percentage of workgroup members who attend professional learning/coaching sessions in mathematics, ELA, ELD and Ethnic Studies. (sign-in sheets)	95% of workgroup members attended sessions. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 94.12% of workgroup members have attended professional learning sessions.	100% of workgroup members attend sessions.
1.a	All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS). (Adopted Curriculum)	100% of students have access to the curriculum and receive instruction aligned to the CCSS. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is known. All of the students (100%) have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100% of students will have access to the curriculum and receive instruction aligned to the CCSS.
1.a	All English Learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards. (CBL Workgroup Unit Plans)	100% of English Learners have access to the curriculum and receive instruction aligned to the CCSS and ELD standards. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is known. All of the English Learners (100%) have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100% of English Learners will have access to the curriculum and receive instruction aligned to the CCSS and ELD standards.
1.b	The percentage of high school students enrolled for 90% of the semester and who have successfully completed an A-G course with a C or higher. (Aeries)	15.8% (3/19) of high school students enrolled for 90% of the semester have successfully completed an A-G course with a C or higher. The baseline was established using data from the 2023-24	N/A	N/A	This metric outcome is in progress. During the first semester, 13 high school students were enrolled for 90% of the semester. The percentage of these students who successfully	50% of high school students who are enrolled for 90% of the semester will have successfully completed an A-G course with a C or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		school year as of March 8, 2024.			completed an A-G course (with a letter grade of C or higher) is 15.4% (2/13).	
1.b	The percentage of high school students who are enrolled in A-G courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). (Aeries)	77.9% (102/131) of high school students were enrolled in A-G courses. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 84.2% (80/95) of high school students are enrolled in A-G courses.	95% of high school students will be enrolled in A-G courses.
1.b	The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure students have a broad course of study. (Aeries)	100% of students have a completed ILP to ensure they have a broad course of study. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 100% of students have a completed ILP to ensure they have a broad course of study.	100% of students will have a completed ILP to ensure they have a broad course of study.
1.c	The percentage of high school students who are placed on the prepared level for the College and Career Indicator. (Aeries/Dashboard) (Dashboard)	0% of high school students were placed on the prepared level for the College and Career Indicator. This is a new metric, therefore baseline will be established from the 2024-25 data.	N/A	N/A	The metric is known. At the Community School, there were no graduates during the 23-24 school year. Therefore, 0% (0/0) were placed on the prepared level. At the Court School, there were 10 graduates during the 23-24 school year. 0% (0/10) were placed on the prepared level.	25% of high school students will be placed on the prepared level for the College and Career Indicator.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.c	The percentage of high school students who are enrolled in a CTE course. (Aeries)	80.2% (105/131) of high school students were enrolled in a CTE course. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, 56.8% (54/95) high school students are enrolled in a CTE course.	90% of students will be enrolled in a CTE course.
1.c	The percentage of high school students who are enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. (Aeries)	26.1% (6/23) of high school students enrolled for 90% of the semester in a CTE course and who receive an approved industry certification. This baseline was established using data from the 2023-24 school year as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. During the first semester, 11 high school students were enrolled 90% of the semester and enrolled in a CTE course. Of these 11 students, 18.2% (2 students) received an approved industry certification.	75% of high school students enrolled for 90% of the semester in a CTE course will receive an approved industry certification.
1.c	The percentage of high school students enrolled at the court school for 90% of the semester who have successfully completed 2 more courses within a CTE pathway. (Aeries)	0% of high school students enrolled at the court school for 90% of the semester have successfully completed 2 or more courses within a CTE pathway. This baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. During the first semester, no high school students enrolled at the Court School for 90% of the semester successfully completed two or more courses within a CTE pathway. Currently, two students are enrolled in Manufacturing 1. The plan is for these students to advance to	15% of high school students enrolled at the court school for 90% of the semester will successfully complete 2 or more courses within a CTE pathway.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Manufacturing 2, which will qualify them as pathway completers.	
1.c	The percentage of the Court School graduates that remain at the Juvenile Justice Center after graduation and who are enrolled in Allan Hancock College. (local survey)	75% of students (four) that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 57.1% (8/14) of students that have graduated from the Court School and remain at the JJC are enrolled in a AHC course.	100% of students that have graduated from the Court School and remain at the Juvenile Justice Center are enrolled in Allan Hancock College.
1.d	The percentage of English Learner students who are Redesignated as English Fluent Proficient (RFEP). (Aeries)	Overall 4.0% (2/49) English Learners (EL) were Redesignated English Fluent Proficient (RFEP). Both English Learners that were redesignated were Long Term English Learners (LTELs). This baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 3.2% (1/31) of English Learner students have been reclassified.	8% of EL students will be Redesignated English Fluent Proficient.
1.d	The percentage of English Learner students who make progress towards language proficiency by improving one level (ELPI). (ELPAC)	10% (5/10) of students improved a level on the ELPAC. This baseline data was established using data from the 2022-23 school year.	N/A	N/A	This metric outcome is known. Based on the ELPAC assessment results of 2023-24, 39.4% (13/33) of EL students improved a level,	45% of EL students will make progress towards language proficiency.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					39.4% (13/33) stayed at the same level, and 21.2% (7/13) decreased a level.	
1.d	The average number of English Learner students who improve their scores on both the receptive skills and the expressive skills as measured by the Observation Protocol for Teachers of English Learners (OPTEL). (OPTEL rubric)	0% of EL students who have improved their score on the OPTEL in both the receptive skills and the expressive skills. This is a new metric, therefore baseline will be established from the 2024-25 data.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	80% of EL students will improve their score on the OPTEL in both the receptive skills and the expressive skills.
1.e	The percentage of students who have made progress on their Individual Education Plan (IEP) goals. (Siras)	63% of students have partially met their IEP goals, 0% of students have met their IEP goals. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric is in progress. At this time, 100% of students with disabilities have made progress on their IEP goals.	100% of students will have partially met their IEP goals.
1.e	The percentage of eligible students who have completed an Individual Transition Plan (ITP) and made progress on the ITP. (Siras)	100% of students have completed an ITP and have made progress. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric is in progress. At this time, 100% of students with disabilities, who are eligible, have completed an ITP and have made progress on the ITP.	100% of students have completed an ITP and have made progress

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.a.1	<p>Embedded Intervention Academic Support Students in need of intervention support will receive assistance during the school day in English and math using the Let's Go Learn intervention program.</p> <p>Cost for Let's Go Learn intervention program.</p>	Yes	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, the overall % of students earning credits at an accelerated rate is 77.8% (63/81).</p> <p>In the Court School, it is 75.5% (37/49).</p> <p>In the Community School, it is 81.3% (26/32).</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>The program licenses expired at the end of January 2025 and will be renewed.</p>	\$11,730.00	\$0
1.a.2	<p>Professional Development Workgroups Workgroups will meet throughout the year in Mathematics, ELA, ELD, and Ethnic Studies for coaching to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will include the development of pacing guides in math, ELA, and ELD and course development in Ethnic Studies.</p> <p>Costs for coaching, training, and substitutes.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 94.12% of workgroup members have attended professional learning sessions.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>To date, two out of four ELA/ELD trainings, both scheduled mathematics trainings, and one out of two Ethnic Studies trainings have</p>	\$42,155.20	\$9,406.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					been completed. Additional mathematics trainings are currently being planned.		
1.a.3	<p>Interim Assessments The JCCS Director and Leadership Team will identify Smarter Balanced Interim Assessment Blocks and incorporate them into the instructional program to inform instruction.</p> <p>No additional costs; part of the base program.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, one (1) Math Interim Block Assessment and one (1) ELA Interim Block Assessment was administered first semester at the Court and the Community School.</p>	N/A	\$0.00	\$0
1.a.4	<p>Data Analysis Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, and interim block assessments to inform instruction. Student Information Specialist will provide relevant data for staff to analyze.</p> <p>Cost for salary and benefits Student Information Specialist.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>The Professional Learning Community (PLC) model has been</p>	\$57,000.96	\$29,114.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>integrated into the weekly staff meeting structure at JCCS. During these meetings, staff members review shared data and discuss strategies to enhance student outcomes.</p> <p>To date, four PLC-focused staff meetings have been held, two at each school site, dedicated to analyzing and discussing current student data.</p>		
1.a.5	<p>Teacher-Student Ratios JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings.</p> <p>Costs for one additional teacher's salary and benefits.</p>	Yes	Fully Implemented	N/A	A full-time teacher has been under contract at the Court School since the beginning of the school year.	\$226,191.36	\$115,434.70
1.a.6	Instructional Staff	No	Fully Implemented	N/A	At this time, both schools	\$1,573,554.87	\$746,754.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction.</p> <p>Costs for base program instructional staff; includes salaries and benefits.</p>				<p>have been fully staffed since the beginning of the school year.</p>		
1.a.7	<p>Credit Recovery Software JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK).</p> <p>Cost for online software program.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, the overall % of students earning credits at an accelerated rate is 77.8% (63/81).</p> <p>In the Court School, it is 75.5% (37/49).</p> <p>In the Community School, it is 81.3% (26/32).</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>We will have to renew the licenses for the online software mid-July 2025.</p>	\$6,600.00	\$2,760.00
1.b.1	<p>WASC Accreditation and Leadership Team JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Self Study by the end of school year 2024-2025. JCCS staff will begin the writing of the Self Study in the fall of 2024. The Self Study visit</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is designed to be a two-year action item.</p> <p>This year, the Self-Study process has commenced. So</p>	\$3,010.00	\$1,740.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>will be during the 2025-26 school year.</p> <p>Cost for WASC fees, WASC Coordinator stipend, cost of substitutes for Focus Group Chairs.</p>				<p>far, two leadership team meetings have been held, during which staff received training on the WASC Modules outlining the Self-Study process. Writing of the Self-Study report is scheduled to begin in March 2025, with submission to WASC planned for the start of the next school year. The Self-Study visit is set for Fall 2025.</p>		
1.b.2	<p>Course of Study Assignment JCCS staff will assign students to courses according to the approved course of study that includes enrollment in A-G and CTE courses.</p> <p>No additional costs; part of the base program.</p>	No	Partially Implemented	<p>These metric outcomes are in progress.</p> <p>At this time, 100% of students have a completed ILP to ensure they have a broad course of study.</p> <p>84.2% (80/95) of high school students have been enrolled in A-G courses.</p> <p>56.8% (54/95) of high school students have been enrolled in a CTE course.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.b.3	<p>A-G Courses JCCS Director and Coordinator will continue to update and upload courses into the UC Course Management Portal. When needed, teachers will be given release time to write-up course descriptions.</p> <p>Cost for substitutes for release time.</p>	No	Planned	N/A	<p>This action has yet to begin and it is designed to be a three-year action item.</p> <p>The UC Course Management Portal will open in February 2025, which will allow for the submission of new courses to approved for UC A-G eligibility. The plan for this year is to submit additional courses in areas that currently do not have an approved UC A-G course.</p>	\$2,880.00	\$0
1.c.2	<p>CTE Course Development and Implementation JCCS Director and CTE Director will collaborate to develop CTE courses in the Culinary Arts pathway, which includes industry certifications, internships, work-based learning, and dual enrollment opportunities. Staff will work together on implementing the Manufacturing pathway at Dos Puertas.</p> <p>Cost for substitutes for work groups.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is designed to be a three-year action item.</p> <p>Extensive planning for the Culinary Arts pathway has been conducted in collaboration with probation. These efforts include two in-person visits to</p>	\$2,640.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>other COE Culinary Arts programs, two virtual visits with similar programs, and two strategic planning meetings with probation.</p> <p>The implementation of the Manufacturing pathway is ongoing.</p>		
1.c.3	<p>Community Outreach and Career Counselor The Community Outreach and Career Counselor is responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post-secondary college and career planning. The Counselor will ensure coordination of transition services among Local Education Agencies and provide continuous support aiming to increase educational and career outcomes for at-promise youth. In addition, the counselor will coordinate the implementation of California Community Schools Framework at FitzGerald.</p> <p>Costs for Counselor; includes salary and benefits.</p>	Yes	Fully Implemented	N/A	A full-time Community Outreach and Career Counselor has been under contract since the beginning of the school year.	\$117,396.52	\$62,244.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.d.1	<p>ELPAC Training</p> <p>JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements.</p> <p>Costs for ELPAC Coordinator stipends, mileage, and substitutes.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>The first ELPAC training/workshop took place on January 17, 2025.</p>	\$8,231.52	\$2,415.12
1.d.2	<p>ELD Instruction</p> <p>JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.</p> <p>Cost of Newsela subscription.</p>	No	Fully Implemented	<p>These metric outcomes are known.</p> <p>100% of English Learners have access to the curriculum and receive instruction aligned to the ELD standards.</p> <p>Based on the ELPAC assessment results of 2023-24, 39.4% (13/33) of EL students improved a level, 39.4% (13/33) stayed at the same level, and 21.2% (7/13) decreased a level. (7/13) decrease a level.</p>	N/A	\$2,692.00	\$2,692.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.d.3	<p>Reclassification of EL students JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP). Students who are reclassified will be monitored for four years to ensure language and academic growth.</p> <p>No additional costs; part of the base program.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 3.2% (1/31) English Learner students have been reclassified.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$0.00	\$0
1.d.4	<p>Observation Protocol for Teachers of English Learners (OPTEL) Training JCCS staff will participate in OPTEL training. The training will support staff in administering the tool as a formative assessment as well as designing lessons aligned with the skills measured by the OPTEL. The formative assessment tool will measure English Learners' growth in receptive and expressive skills.</p> <p>Cost for a full day of OPTEL training, materials, mileage, and substitutes.</p>	No	Planned	N/A	<p>This action has yet to begin and it is designed to be a three-year action item.</p> <p>This year, efforts focused on training JCCS staff in the implementation of the new ELD curriculum, with multiple training sessions provided.</p> <p>Next year, the plan includes incorporating OPTEL training.</p>	\$3,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.e.1	<p>Individual Transition Plans JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.</p> <p>No additional costs; part of the base program.</p>	No	Partially Implemented	<p>This metric is in progress.</p> <p>At this time, 100% of students with disabilities, who are eligible, have a completed ITP and have made progress on the ITP.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$0.00	\$0
1.e.2	<p>Supports for Students with Disabilities The Special Education Director and JCCS Director will assist general education teachers to include support and strategies for students with disabilities in order to improve academic and behavioral outcomes.</p> <p>No additional costs; part of the base program.</p>	No	Partially Implemented	<p>This metric is in progress.</p> <p>At this time, 100% of students with disabilities have made progress on their IEP goals.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.e.3	<p>Services for Students with Disabilities Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified support in their IEP from special education staff.</p> <p>No additional costs; part of the base program.</p>	No	Partially Implemented	<p>This metric is in progress.</p> <p>At this time, 100% of students with disabilities have made progress on their IEP goals.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$0.00	\$0

Goal 2

Goal Description

In collaboration with staff and the community, students and families will be provided with services to address individual needs and support students in overcoming barriers impacting their education.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.a	The percentage of School Site Council (SSC) members who attend SSC meetings. (sign-in sheets)	71% of SSC members attended the meetings. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 75% of SSC members have attended the meetings.	100% of SSC members will attend the meetings.
2.a	The percentage of parents who participate in parent/teacher conferences. (Tracking Spreadsheet)	87% of parents participated in parent/teacher conferences. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 90.74% of parents participated in parent/teacher conferences in fall of 2024.	95% of parents will participate in parent/teacher conferences.
2.a	The percentage of parents who are contactable through ParentSquare (parent communication portal). (ParentSquare)	96% of parents are contactable. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 86% of parents are contactable through ParentSquare.	100% of parents will be contactable in ParentSquare.
2.a	The percentage of parents attending Parent Information Nights, including Back to School Night and Open House. (sign-in sheets)	34% of parents attended Parent Information Nights, including Back to School Night and Open House. The baseline was established using data	N/A	N/A	This metric outcome is in progress. At this time, 39.47% of parents have attended Parent Information Nights.	50% of parents will attend Parent Information Nights, including Back to School Night and Open House.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		from the 2023-24 school year.				
2.a	The percentage of Court School parents/guardians that participate in their child's IEP meetings. (Siras)	100% of parents/guardians participate in their child's IEP meetings. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 92% of the Court School parents/guardians have participated in their child's IEP meetings.	100% of parents/guardians will continue to participate in their child's IEP meetings.
2.a	The percentage of Court School parents/guardians that provide input during IEP assessment of their child. (Siras)	100% of parents/guardians provided input during the IEP assessment of their child. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 100% of the Court School parents/guardians have provided input during the IEP assessment of their child.	100% of parents/guardians will continue to provide input during the IEP assessment of their child.
2.b	The percentage of the students who are attending school on a daily basis. (school attendance rate) (Aeries)	89% of students attend school on a daily basis. 82.4% of Community School students attended school on a daily basis. 94.3% of Court School students attended school on a daily basis. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, 86.5% of JCCS students attend school on a daily basis. At the Community School, 75.3% of students attend school on a daily basis. At the Court School, 96.4% of students attend school on a daily basis.	95% of students will attend school on a daily basis. 90% of Community School students will attend school on a daily basis. 97% of Court School students will attend school on a daily basis.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.b	The percentage of junior high students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	58.3% of junior high students in JCCS are chronically absent. In the Court School, 0% (0/2) are chronically absent. In the Community School, 63.6% (14/22) are chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, 85.0% (17/20) of junior high students in JCCS are chronically absent. At the Court School, 0.0% (0/1) of junior high students are chronically absent. At the Community School, 89.5% (17/19) of junior high students are chronically absent.	Less than 10% of junior high school students will be chronically absent.
2.b	The percentage of high school students who are absent 10% or more of the school days. (chronic absenteeism rate) (Aeries)	22.9 % (30/131) of high school students have been absent 10% or more of the school days. In the Court School, 14.9% (15/101) have been chronically absent. In the Community School, 55.9% (19/34) have been chronically absent. The baseline was established using data from the 2023-24 school year as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. At this time, 26.67% (12/45) of high school students in JCCS are chronically absent. At the Court School, 9.4% (3/32) of high school students are chronically absent. At the Community School, 69.2% (9/13) of high school students are chronically absent.	Less than 10% of high school students will be chronically absent.
2.b	The percentage of middle school students who drop out.	0% of middle school students dropped out.	N/A	N/A	This metric outcome is unknown and cannot	0% of middle school students dropped out.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(Aeries)	The baseline was established using data from the 2023-24 school year.			be established at this time.	
2.b	The percentage of high school students who drop out. (Aeries)	0% (0 students) of community school high school students dropped out. 17.2% (5 students) of court school high school students dropped out. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	Less than 5% of high school students dropped out.
2.b	The percentage of students who graduated high school as measured by the one-year graduation rate. (Aeries)	85% (6/7) graduated high school as measured by the one-year graduation rate. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	90% of students graduate from high school as measured by the one-year graduation rate.
2.b	The percentage of students suspended one or more days. (Aeries)	20.1% (31/154) students were suspended one or more days. In the Court Schools, 8.7% (9/103) were suspended. In the Community School, 39.3% (22/56) were suspended.	N/A	N/A	This metric outcome is in progress. At this time, 9.3% (11/118) of JCCS students were suspended for one or more days. In the Court School, 2.4% (2/83) of students were	Less than 5% of students will be suspended one or more days.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		The baseline was established using data from the 2023-24 school year as of March 8, 2024.			suspended one ore more days. In the Community School, 24.3% (9/37) of students were suspended one or more days.	
2.b	The percentage of students expelled from a JCCS school. (Aeries)	0% of students expelled from a JCCS school. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is in progress. At this time, 0% of JCCS students have been expelled from a JCCS school.	0% of students expelled from a JCCS school.
2.b	The percentage of students that report that they feel safe in school. (California Healthy Kids Survey)	36% of students reported that they feel safe in school. The baseline was established using data from the 2023-24 school year.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students report that they feel safe in school.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.a.1	School Site Council JCCS staff will collaborate with the School Site Council (SSC) to create, administer, and evaluate a parent survey, and develop and review the School Plan for Student Achievement, (SPSA) the Local Control Accountability Plan (LCAP), and the Comprehensive School	No	Partially Implemented	This metric outcome is in progress. At this time, 75% of SSC members have attended the meetings.	This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to	\$150.00	\$274.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Safety Plan (CSSP) along with other required documents.</p> <p>Costs for meeting refreshments.</p>				<p>be fully completed.</p> <p>To date, there have been two (2) of four (4) SSC meetings held.</p>		
2.a.2	<p>Parent-Teacher Conference JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs.</p> <p>No additional cost; part of the base program.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 90.74% of parents participated in parent/teacher conferences in fall 2024.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>There will be another round of parent teacher conferences in the Spring.</p>	\$0.00	\$0
2.a.3	<p>Parent Engagement Events To effectively support student success, parent/guardian engagement events will be held six (6) times during the year. These events will include educational opportunities and input sessions. The Promotores will conduct outreach and provide language access to boost parent attendance. Additionally, refreshments will be provided.</p>	Yes	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 39.47% of parents have attended Parent Information Nights.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$62,700.00	\$669.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs for the contracted services provided by the Promotores and meeting refreshments.				<p>Four (4) parent engagement events have been held to date, including Back to School Night. The other events focused on topics such as accessing community resources, strategies to support student success in school, and college preparation. All presentations were delivered in Spanish, with Mixteco interpretation provided by the Promotores.</p> <p>Future events will focus on substance use and abuse, as well as a parent leadership series presented by the Mexican-American Legal Defense and Education Fund.</p>		
2.a.4	ParentSquare Licenses JCCS staff will use ParentSquare as their communication platform to	No	Fully Implemented	This metric outcome is in progress.	N/A	\$735.00	\$1,156.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>disseminate information and enhance communication between school and home in their native language.</p> <p>Cost for ParentSquare.</p>			<p>At this time, 86% of parents are contactable through ParentSquare.</p>			
2.a.5	<p>Translation Services JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual stipends to support translation services for EL students and families.</p> <p>Cost for bilingual stipends.</p>	Yes	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>Spanish interpreters are provided at all parent-teacher conferences and IEP meetings.</p>	\$24,150.73	\$9,325.50
2.a.6	<p>IEP Parent Attendance Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 92% of the Court School parents/guardians have participated in the IEP meetings.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it</p>	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	No additional cost; part of the base program.				is expected to be fully completed.		
2.a.7	<p>Parents Included in IEP Assessments Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires.</p> <p>No additional cost; part of the base program.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 100% of the Court School parents/guardians have provided input during the IEP assessment of their child.</p>	This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.	\$0.00	\$0
2.b.1	<p>Positive Behavior Incentive Program JCCS staff will be trained on Positive Behavior Incentive Program (PBIS). They will also utilize a positive behavior incentive program to reinforce positive choices. While this action supports all students, it is specifically targeted to address the suspension rates of students with disabilities.</p> <p>Cost for a contractor to provide professional development.</p>	No	Not Implementing	N/A	In place of PBIS training, JCCS has adopted Restorative Approaches. All staff members have participated in at least one training on Restorative Approaches this year. The objectives align closely with those of PBIS, aiming to increase student	\$20,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>engagement and promote positive behaviors while reducing suspension rates.</p> <p>The JCCS Director and Coordinator are actively researching additional best practices to further enhance student engagement and positive behaviors. One promising approach under consideration is Project-Based Learning (PBL).</p>		
2.b.2	<p>FitzGerald Gym To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2024-25 school year for FitzGerald students. Additionally, physical education equipment will be purchased.</p> <p>Cost for gym lease and PE Equipment.</p>	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.	\$74,684.00	\$1,310.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.b.3	<p>Behavioral Health and CPI Training JCCS teachers and teaching assistants will receive training in behavioral health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI).</p> <p>Costs for registration, materials, training, and substitute costs.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>Staff have participated in CPI training during the fall of 2024.</p>	\$5,500.00	\$0
2.b.4	<p>Academic and Behavioral Support JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day.</p> <p>Costs reflected in 1.a.6.</p>	No	Fully Implemented	N/A	At this time, both schools have been fully staffed since the beginning of the school year.	\$0.00	\$0
2.b.5	<p>Behavioral Health Counselors Identified students will participate in individual and group counseling sessions with the Substance Use Disorder Counselor and Mental Health and Social Worker to support behavioral health and wellness.</p> <p>Cost for contracted services.</p>	Yes	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to	\$177,457.00	\$32,500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>be fully completed.</p> <p>JCCS has had a full-time contracted social worker in place since the beginning of the school year. Additionally, JCCS has partnered with an agency to contract a school-based therapist and a substance abuse counselor. However, the agency has been unable to hire for the school-based therapist position. The substance abuse counselor was hired in mid-September 2024 but resigned during the Winter Break.</p> <p>At this time, 79.4% (27/34) Community School students have been supported by a</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					behavioral health counselor.		
2.b.6	<p>Transition Support for Students JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation) through timely communication and record sharing with districts.</p> <p>Costs for office support staff.</p>	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.	\$61,788.83	\$15,827.10
2.b.7	<p>School Attendance Review Board (SARB) JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance.</p> <p>Cost for administration fees.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>At this time, there have been six (6) Community School students referred to SARB.</p>	\$400.00	\$0
2.b.8	WiFi Hotspots	No	Partially Implemented	N/A	This is partially implemented as	\$4,600.00	\$2,280.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>WiFi hotspots will be provided to students for online access to participate in state and local assessments, in addition to support to staff when the WiFi network goes down.</p> <p>Cost for data contract.</p>				<p>it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>At this time, 10 hotspots are being used by Community School students.</p>		
2.b.9	<p>Planning for the Implementation of California Community School Partnership Program (CCSPP) FitzGerald staff will continue to plan for the implementation of CCSPP. The implementation plan includes action items related to the four pillars - Collaborative Leadership Practices, Extended and Enriched Learning Opportunities, Integrated Student Supports, Family and Community Engagement.</p> <p>Cost for staffing.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>The Implementation Grant will be submitted at the beginning of February 2025.</p> <p>Staff continue to participate in training related to CCSPP. To date, staff have</p>	\$84,683.60	\$42,879.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					attended four (4) trainings and are registered for an additional three (3) trainings through Regional Technical Assistance and Coaching (R-TAC).		
2.b.10	<p>Behavioral Support - Security Staff To maintain a safe and secure school campus a security guard will be utilized at the Community School. The security guard is employed for seven (7) hours a day and provide additional support to students and staff. In particular, the security guard supervises students before, during, and after school. They may also intervene and help de-escalate student interactions.</p> <p>Cost for contract services.</p>	Yes	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>Since the beginning of the year, this position has been consistently staffed at the Community School by the same individual, providing stability and fostering rapport with students.</p>	\$90,000.00	\$26,121.50

Goal 3

Goal Description

All foster youth will be provided a system of support that includes targeted services that address barriers impacting their education. Strengthening the system of support for foster youth will result in reduced suspension rates, improved attendance, and increased graduation rate.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.a	Suspension rate of students in foster care. (dataquest)	The suspension rate was 15.8% for students in foster care. The baseline was established from 2022-23 data.	N/A	N/A	This metric is known. In 2023-24, the suspension rate is 18.1% for students in foster care.	Decrease suspension rate of students in foster care to 8% or lower.
3.a	Percentage of students in foster care with multiple suspensions. (dataquest)	41.9% (26/62) of students in foster care have multiple suspensions. The baseline was established from 2022-2023 data.	N/A	N/A	This metric is known. In 2023-24, the multiple suspension percentage is 39.7% for students in foster care.	Decrease the percentage of students in foster care who have multiple suspensions to 30%.
3.a	Adjusted four year cohort graduation rate of students in foster care. (dataquest)	The adjusted four year cohort graduation rate was 73.6% (39/53) for students in foster care. The baseline was established from 2022-2023 data.	N/A	N/A	This metric is known. In 2023-24, the graduation rate was 61.7% for students in foster care.	Increase adjusted four year cohort graduation rate of students in foster care to 86% or higher.
3.a	Five year cohort graduation rate of students in foster care. (dataquest)	The adjusted five year cohort graduation rate was 70.2% (33/47) for students in foster care.	N/A	N/A	This metric is known. In 2023-2024, the graduation rate was	Increase the five year graduation rate of students in foster care to 86% or higher.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		The baseline was established from 2022-2023 data.			75.5% for students in foster care.	
3.a	Chronic absenteeism rate of students in foster care. (dataquest)	The chronic absenteeism rate was 41.1% (158/384) for students in foster care. The baseline was established from 2022-2023 data.	N/A	N/A	This metric is known. In 2023-24, the chronic absenteeism rate is 32.8% for students in foster care.	Reduce chronic absenteeism rate of students in foster care to 25%.
3.a	Unexcused absenteeism rate of students in foster care. (dataquest)	The unexcused absenteeism rate of students in foster care was 54.4% (201/357) The baseline was established from 2022-2023 data.	N/A	N/A	This metric is known. In 2023-24, the unexcused absenteeism rate is 33.1% for students in foster care.	Reduce the unexcused absenteeism rate of students in foster care to 39%.
3.a	School stability rate of students in foster care. (dataquest)	The school stability rate was 62.9% for students in foster care. The baseline was established was 2022-2023 data.	N/A	N/A	This metric is known. In 2023-24, the school stability rate of students in foster care was 62.5%.	Increase the school stability rate of students in foster care to 68%.
3.a	Students who have a post secondary plan that includes college and/or career options. (local survey)	0% of our students will have a post secondary plan that includes college and/or career options. This is a new metric, measured by local survey, therefore baseline will be established in 2024-2025.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	100% of the foster youth students will have a post secondary plan that includes college and/or career options.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.a	The percentage of seniors in foster care who complete the Free Application Federal Student Aid (FAFSA). (Foster Focus and Webgrants)	64.7% (11/17) have completed the FAFSA. The baseline was established from 2023-2024 data.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA).
3.a	The percentage of seniors in foster care who complete the Chafee grant. (Foster Focus)	64.7% (11/17) have completed the Chafee grant. The baseline was established from 2023-2024 data.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	95% of seniors in foster care will complete the Chafee grant.
3.a	The number of supportive services provided to JCCS students in foster care. (Foster Focus)	Thirty-six (36) supportive services were provided to eight (8) JCCS students in foster care. The baseline was established from 2023-2024 data.	N/A	N/A	This metric outcome is in progress. At this time, one (1) supportive service has been provided to eight (8) JCCS students in foster care.	Continue to provide at least four (4) supportive services to every JCCS student in foster care.
3.a	The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. (data from CWS/CMS Report)	100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court. The baseline was established from 2022-2023 data.	N/A	N/A	This metric outcome is in progress. At this time, 83% of Educational Records for students in foster care (310 students) were provided to Child Welfare Services and Juvenile Court.	100% of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.a.1	<p>The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC) The FYSCP EAC will meet three times a year to identify countywide needs, develop and prioritize goals, and monitor progress.</p> <p>No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>Two EAC meetings have taken place, one in September 2024 and one in January 2025. The third, and final, meeting is scheduled for May 2025.</p>	\$0.00	\$0.00
3.a.2	<p>Improve Inter-agency collaboration and efficacy FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post-secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), so students</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>Collaboration has steadily improved across all focus</p>	\$618,483.00	\$323,235.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and families can be easily connected to appropriate housing, personal care, education, and career resources.</p> <p>The collaboration will be attained through supporting and educating resource parents, and educating educational partners on:</p> <ul style="list-style-type: none"> • Creating positive experiences • Education rights • School of Origin and Best Interest Determination Procedure • Immediate enrollment • Least restrictive environment • FAFSA & Chafee grant • AB waivers • Available resources • Mental health • Childcare • Post-secondary programs and transition support <p>Costs for Transitional Youth Services staff salaries and benefits.</p>				<p>areas. Notable examples include FYSCP EAC meetings, weekly Interagency Placement Committee (IPC) meetings, and Interagency Leadership Team (ILT) collaboration.</p> <p>Monthly meetings with local STRTP staff ensure that residents' needs are met regarding enrollment, supplies, and educational services.</p> <p>This school year, TYS has coordinated six BID meetings to support students' best interests. Additionally, TYS facilitates monthly education-related training for the Resource Family Approval process in partnership with</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>CWS. Every 12 weeks, TYS provides educational training for new social workers in collaboration with the CWS Training Supervisor.</p> <p>TYS is participating in the FAFSA Challenge and offering personalized support to county high schools with graduating seniors. This includes collaboration with local colleges and the Family Care Network Independent Living Program. TYS also provides training and resources for high school liaisons and counselors to assist with FAFSA and CHAFEE grant completion.</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.a.3	<p>Strengthening Collaboration with Districts TYS and district liaisons are committed to maintaining the protections afforded to foster youth under AB490. This involves ensuring that students in foster care remain at their School of Origin unless a transfer is in their best interest, immediate enrollment of students, safeguarding student credits, connecting students with necessary resources and support, and assisting with their graduation and transition from high school.</p> <p>In support of these goals, TYS focuses on developing effective procedures, creating useful templates, distributing resource guides, and offering relevant training sessions to liaisons. Additionally, TYS staff strives to be accessible, approachable, and communicative, serving as a reliable partner to districts.</p> <p>No additional cost; part of the Transitional Youth Services program duties (action 3.a.2).</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>In July, TYS launched a new webpage featuring resources organized by user, with a focus on the rights of foster youth.</p> <p>This year, liaisons have received five newsletters containing links to essential resources, training opportunities, and role-specific information.</p> <p>High school liaisons participated in data analysis and goal-setting</p>	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					<p>for the 2024–2025 school year during an in-person meeting held in August 2024, with a follow-up meeting scheduled for January 2025.</p> <p>To support liaisons, TYS provides monthly Program Associate Office Hours, offering opportunities for dialogue and case-specific problem-solving.</p> <p>District collaboration is strengthened by addressing liaison needs and requests. For example, TYS coordinated a Mental Health First Aid Training in October. In January, liaisons met with the Executive Director of the Immigrant Legal</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Defense Center of Santa Barbara.		
3.a.4	<p>Improve Collaboration within the Department The TYS department will regularly collaborate to streamline policies and procedures, enhance internal teamwork, and define and implement core values. This effort aims to deliver outstanding service and leadership to districts while aligning priorities with the TYS mission and vision. Additionally, the TYS department will represent SBCEO consistently by aligning with the County Education Office's mission, vision, and values.</p> <p>No additional cost; part of the Transitional Youth Services program duties (action 3.a.2)</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>The TYS Mission, Vision, and Working Agreements have been finalized and adopted. The mission and vision are displayed on the department's webpage, while the working agreements are referenced at every department meeting and incorporated into the employee evaluation process.</p> <p>The TYS Department</p>	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					conducts bi-monthly meetings, alternating between virtual and in-person formats.		

Goal 4

Goal Description

Continue to successfully implement programs that support basic conditions for learning and expelled youth.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.a	The percentage of teachers in the LEA that are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. (Dataquest)	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, based on California Education Code 44865. The baseline was established from 2023-24 data.	N/A	N/A	This metric outcome is known. As reported on the CA Dashboard, 32% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching. At the Court School, 21.3% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching. However, based on California Education Code 44865, 85.7% (6/7) of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. See Action 4.a.1 below for more information.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, based on California Education Code 44865.
4.a	The percentage of students that have sufficient access to the	100% of students will continue to have	N/A	N/A	This metric outcome is known.	100% of students will continue to have

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	standards-aligned instructional materials. (Williams Review)	sufficient access to the standards-aligned instructional materials. The baseline was established from 2023-24 data.			100% of students at JCCS continue to have sufficient access to the standards-aligned instructional materials.	sufficient access to the standards-aligned instructional materials.
4.a	The percentage of school facilities that are maintained in good repair. (FIT report)	100% of the school facilities will continue to be maintained in good repair. The baseline was established from 2023-24 data.	N/A	N/A	This metric outcome is known. 100% of the school facilities are in good repair.	100% of the school facilities will continue to be maintained in good repair.
4.b	The percentage of districts within the county that have approved a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. (local data chart)	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students. The baseline was established from 2023-24 data.	N/A	N/A	This metric outcome is known. The County Plan for Expelled Youth was approved June 2024 by 100% of districts within the county. Santa Barbara County districts, in conjunction with SBCEO, will continue to provide services to expelled students.	100% of districts within the county will continue to approve a plan (County Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.
4.b	The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions. (local survey)	100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions. The baseline was established from 2023-24 data.	N/A	N/A	This metric outcome is in progress. At this time, 100% (8/8) of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.	100% of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.a.1	<p>Teacher Credentials SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach per Ed Code 44865.</p> <p>No additional costs; part of the base program.</p>	No	Fully Implemented	<p>This metric outcome is known.</p> <p>As reported on the CA Dashboard, 32% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching.</p> <p>At the Court School, 21.3% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching.</p> <p>However, based on California Education Code 44865, 85.7% (6/7) of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.</p>	<p>In 2019, the State Board of Education updated “ineffective” and “out-of-field” teacher definitions for California’s ESSA State Plan (see the Updated Teacher Equity Definitions webpage for more information). The “out-of-field” definition includes “Local Assignment Options” (LAOs), such as those identified in EC Section 44865. Because these LAOs land in the “out-of-field” category in California’s ESSA State Plan, they are also reflected as such in the Teaching Assignment Monitoring</p>	\$0.00	\$0

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					<p>Outcome (TAMO) data and on the Dashboard. The Dashboard and TAMO data align with California's ESSA State Plan, not EC Section 44865. This is why County Office of Education data often reflects a low percentage of fully credentialed teachers, despite the leeway provided in EC. EC Section 44865 provides a provision for teachers in juvenile court and community schools to be assigned under local assignment options. The Santa Barbara County Education Office uses the provision afforded under EC Section 44865 when assigning teachers to our</p>		

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					juvenile court and community schools, therefore our data reflects a higher percentage of “out-of-field” teachers.		
4.a.2	<p>Standards Aligned Curriculum</p> <p>JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials per the Williams Act.</p> <p>No additional costs; part of the base program.</p>	No	Fully Implemented	<p>This metric outcome is known.</p> <p>100% of students at JCCS continue to have sufficient access to the standards-aligned instructional materials.</p>	N/A	\$0.00	\$0
4.a.3	<p>School Facilities</p> <p>SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at the two school sites.</p> <p>Costs for custodial/maintenance staff.</p>	No	Fully Implemented	<p>This metric outcome is known.</p> <p>100% of school facilities continue to be maintained in good repair.</p>	N/A	\$25,107.78	\$14,054.48

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4.b.1	<p>County Plan for Expelled Youth The Child Welfare and Attendance Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth. These services include actions associated with the identified gaps such as leading a collaborative / learning group.</p> <p>Cost for salary and benefits.</p>	No	Fully Implemented	<p>This metric outcome is known.</p> <p>The County Plan for Expelled Youth was approved June 2024 by 100% of districts within the county. Santa Barbara County districts, in conjunction with SBCEO, will continue to provide services to expelled students.</p>	N/A	\$53,164.08	\$33,242.25
4.b.2	<p>Expelled Youth Rehabilitation Plans for JCCS Students Under the direction of the JCCS Director, JCCS staff, particularly the College and Career Counselor, will provide appropriate supports and resources to ensure expelled youth in JCCS schools complete the terms and conditions of their rehabilitation plans by doing the following:</p> <ul style="list-style-type: none"> • Review rehabilitation plans with students upon entry • Monitor progress to foster success, including but not limited to, counseling, academics, and attendance • Provide transitional support for students who 	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 100% (8/8) of district-referred JCCS expelled youth have met the terms and conditions of their expulsions.</p>	This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.	\$0.00	\$0

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	<p>are ready to return to their districts</p> <p>Associated costs listed in 1.c.3</p>						

Goal 5

Goal Description

Within three years, JCCS will reduce rates of suspension for Hispanic/Latino students by implementing actions that promote relationships, student connectedness, and student voice.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.a	The percentage of Hispanic/Latino students suspended one or more days. (suspension rate) (Dashboard)	At the Court School, 9.4% (10/106) of Hispanic/Latino students are suspended one or more days. At the Community School, 33.8% (25/74) of Hispanic/Latino students are suspended one or more days. Baseline data is established with 2023-24 data as of March 8, 2024.	N/A	N/A	This metric outcome is in progress. Overall, 9.9% (11/111) of Hispanic/Latino students from JCCS have been suspended one or more days. At the Court School, 2.6% (2/77) of Hispanic/Latino students are suspended one or more days. At the Community School, 25% (9/36) of Hispanic/Latino students are suspended one or more days.	Less than 5% of Hispanic/Latino students will be suspended one or more days.
5.a	The percentage of students that strongly agree or agree that they feel connected to school. (CHKS)	35% of students strongly agree or agree that they feel connected to school. Baseline data is established with 2023-24 data.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students strongly agree or agree that they feel connected to school.
5.a	The percentage of students that strongly agree or agree that they participate meaningfully in school.	38% of students strongly agree or agree that they	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students strongly agree or agree that they

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	(CHKS)	participate meaningfully in school. Baseline data is established with 2023-24 data.				participate meaningfully in school. Baseline is established with 2023-24 data.
5.a	The percentage of students that strongly agree or agree that they have a caring adult at school. (CHKS)	48% of students strongly agree or agree that they have a caring adult at school. Baseline data is established with 2023-24 data.	N/A	N/A	This metric outcome is unknown and cannot be established at this time.	70% of students strongly agree or agree that they have a caring adult at school
5.a	The percentage of staff participating in professional learning related to Restorative Approaches and Building Relationships. (sign-in sheets)	0% of staff have participated in professional learning related to Restorative Approaches and Building Relationships. This is a new metric and we will establish the baseline in the 2024-25 school year.	N/A	N/A	This metric outcome is in progress. At this time, 100% of staff have participated in at least one professional learning event related to Restorative Approaches and Building Relationships.	95% of staff have participated in professional learning related to Restorative Approaches and Building Relationships.
5.a	The number of conflict resolution, restorative circles, or conferences held with students on an annual basis. (Aeries)	0 conflict resolution, restorative circles, or conferences have been held with students annually. This is a new metric and we will establish the baseline in the 2024-25 school year.	N/A	N/A	This metric outcome is in progress. At this time, eight (8) conflict resolution, restorative circles, or conference have been held with students.	50 conflict resolution, restorative circles, or conferences were held with students annually.

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5.a.1	<p>Calming Space for Students JCCS will establish a calming space at the Community School for student use. In this space, students can regroup and reflect on their behaviors by completing sheets on topics such as decision-making and academics. They will also engage in conflict resolution, and restorative practices, or participate in conferences.</p> <p>Cost for materials and equipment.</p>	No	Partially Implemented	N/A	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p> <p>The location for the calming space at the Community School has been identified, and the process of ordering materials and furniture is underway. The next step is to establish protocols and expectations for student use.</p>	\$5,000.00	\$1,189.37
5.a.2	<p>Staff Professional Development All staff will engage in professional development sessions that cover a range of topics, including de-escalation techniques, restorative justice practices, building rapport with students, motivational interviewing, a study of nonviolent communication through book discussions, and strategies for implementing community school principles.</p>	No	Partially Implemented	<p>This metric outcome is in progress.</p> <p>At this time, 100% of staff have participated in at least one professional learning event related to Restorative Approaches and Building Relationships.</p>	<p>This is partially implemented as it is intended to be a year-long action item. Implementation will continue until June 2025, at which point it is expected to be fully completed.</p>	\$15,000.00	\$3,575.00

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	<p>Costs include release time for staff, contracted services such as guest speakers, authors, artists, and specialized staff to inform trauma-informed practices and materials.</p>				<p>Staff have had multiple opportunities to participate in professional development aligned with the topics outlined in the action item. This school year, training has included Restorative Approaches, CPI, and community school principles.</p>		
<p>5.a.3</p>	<p>JCCS Coordinator The JCCS Coordinator will oversee staff professional development, focusing on coordinating services, delivering targeted trainings, and identifying resources aimed at reducing student suspensions. Additionally, the coordinator will enhance communication and collaboration among teachers, support staff, and external providers.</p> <p>Cost of salary and benefits for 60% of Coordinator.</p>	<p>No</p>	<p>Fully Implemented</p>	<p>N/A</p>	<p>There has been a full-time coordinator on contract since the start of the school year.</p>	<p>\$127,025.40</p>	<p>\$64,318.52</p>

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5.a.4	<p>Student Support Specialist Stipend Two staff members, one from each site, will be provided a stipend as student support specialists. These selected individuals will be tasked with attending professional development sessions, acting as mentors for their colleagues, leading training during staff meetings, and facilitating restorative conversations.</p> <p>Cost for stipends, release time, and professional learning.</p>	No	Planned	N/A	<p>This action item is in the planning stages and is intended to be a three-year initiative.</p> <p>This year, the Director of JCCS has been collaborating with the Human Resources Department to develop a plan to implement this action.</p> <p>The implementation of the student support specialist role is planned to begin in the 2025-26 school year.</p>	\$9,800.00	\$0
5.a.5	<p>Student OnBoarding Process JCCS students will be introduced to the program through a structured Onboarding Process. This will involve a one-on-one meeting with a staff member to establish rapport, connect with teachers and administrators, discuss the student's previous schooling experiences, set initial academic and personal goals, review the school's expectations, and the student will receive a student-designed t-shirt.</p>	No	Partially Implemented	N/A	<p>This action item is partially implemented, as it is intended to be a three-year initiative.</p> <p>This year, the PPS credentialed counselor has begun developing a structured onboarding</p>	\$2,250.00	\$872.18

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	Cost of t-shirts.				<p>process. During enrollment, new students and parents meet with her for a one-on-one orientation, which includes an overview of school expectations and a campus tour. She also provides parents with key information, such as contact details, a calendar of parent engagement events, and community resources.</p> <p>Additionally, Community School students are currently working on a student-designed t-shirt. In the meantime, t-shirts featuring the Community School's name have been purchased to be given to new students.</p>		

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5.a.6	<p>Student Led Campus Beautification Projects and Clubs Students will engage in activities such as school-based projects to enhance the aesthetics of the Community School, focusing on areas like the school garden, patio, cafeteria, and gym. Activities will include projects such as murals and the development, planning, and implementation of clubs tailored to student interests. To cultivate a sense of community and create culturally responsive activities, we will leverage ongoing initiatives from our classrooms facilitated by One Community Action (Por Vida) and Fighting Back Santa Maria Valley (Joven Noble).</p> <p>Costs include food, contractors, art supplies, and other necessary equipment.</p>	No	Partially Implemented	N/A	<p>This action item is partially implemented, as it is intended to be a three-year initiative.</p> <p>Work has started on two student-led beautification projects at the Community School. These projects include campus cleanup, new fencing for the outdoor patio, and raised beds for the school garden. Staff are collaborating with partner agencies to allow students to earn community service hours.</p> <p>At the Community School, there are two active clubs: the Gardening/Landscaping Club and the Mixteco Language Club.</p>	\$10,000.00	\$527.93