

6-9-14

§ 15497. Local Control and Accountability Plan and Annual Update Template.

LEA: Santa Barbara County Office of Education **Contact:** Kathy Hollis, Director Educational Support Services, 805-964-4711 / 661-414-2607 (cell) **LCAP Year:** 2014-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

6-9-14

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however; school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

6-9-14

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Introduction:</p> <p>The Santa Barbara County Education Office (SBCEO) annually serves over 730 students grades 6 - 12 in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves approximately 250 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Hall and Los Robles High School located on the campus of the Los Prietos Boys Camp. Students served in the county court schools have been referred by the juvenile courts or are awaiting further action. SBCEO provides an educational program which includes direct instruction and online course access in core subjects. Students are also provided mental health and drug and alcohol support services through county probation and various community agencies. Staff review student transcripts to determine appropriate course placement for credit recovery and to determine if students are on track for graduation in the event that they transition back to their home district.</p> <p>JCCS operates two community schools on behalf of the neighboring districts, one located in Santa Maria, Peter B. Fitzgerald Community School, and one located in Lompoc, El Puente Community School. Students served by the community schools are typically referred by the district for expulsion, behavior issues, chronic absenteeism, and/or probation referred. The main goal of the community schools in Santa Barbara County is to restore support for these students through an academic program of core subjects that keep the students focused and on track to graduate with a smooth and seamless transition back to their home districts. Some students choose to remain with the community schools to earn their diplomas. The educational program at both school sites currently offers core academic content through direct instruction and on-line access. Staff review student transcripts to determine appropriate course placement aligned with the students’ overall academic program. Students may need credit recovery options and access to get back on track for grade level expectations or graduation. The staff also develop Individual Learning Plans (ILPs) with each student to better support their goals and monitor student progress while they are enrolled at the</p>	<p>Information gathered by the LCAP committee from the various stakeholders’ input sessions clarified that parents, students, teachers, community members, and professional partners wanted the LCAP to focus on students and equitable opportunities for students to succeed. The committee responded to the stakeholders’ interests and concerns by developing overarching goals that best meet the needs of all students served in the Juvenile Court and Community Schools including English learner, low income and foster youth students. The committee developed goals that were aligned with the ten state priorities and could be measured by specific actions and services for all students.</p> <p>The overarching goals are:</p> <ol style="list-style-type: none"> 1. Students will be engaged in a standards-aligned and relevant course of study that is appropriately differentiated based on learning and language needs. Educational professionals will be well prepared and supported to provide for the academic and social/emotional needs of the students. 2. Students will be provided access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities. 3. School safety, climate, and attendance will be increased to support student engagement and success. 4. Expelled youth will be provided a strong academic environment, effective rehabilitation services, and appropriate social/emotional support. 5. Foster youth will be provided a strong academic environment, consistent delivery of support services, and appropriate social/emotional support. 6. Communication and collaborative partnerships with parent, community members, and service providers will be increased to support student achievement and personal growth.

6-9-14

community schools. Additionally, both community schools offer mental health and/or drug and alcohol support through partner agencies.

The Fall 2013 CALPADS report reflects that ninety three percent (93%) of SBCEO JCCS students were identified as unduplicated students (i.e., English Learners, low income and/or foster youth). The two JCCS programs enrolled the following percentages of unduplicated students:

Juvenile Court Schools: 100%
Community Schools: 87.93%

Approximately 12% of all JCCS students are identified as students with special needs requiring Individual Educational Plans (IEPs). Students are served in a variety of learning environment models including full inclusion, learning centers and pullout services. The SBCEO Special Education department provides appropriately credentialed teachers and support staff to meet the needs of the students with IEPs. General Education and Special Education staff work collaboratively to ensure that the terms and conditions of the IEPs are met.

Involvement Process:

As a part of the Local Control Accountability Plan (LCAP) involvement process, Santa Barbara County Education Office (SBCEO) collected input from all stakeholders beginning with initial focus group meetings in early February 2014. Dates were communicated to parent committee members and other stakeholder groups through classroom and office postings, student and parent surveys, mail, phone calls, and personal contact. Student representatives were included on the *Parent Advisory Committee (PAC)* and were invited to participate in the *English Learner Parent Advisory Committee (ELPAC)* meetings. Great effort was taken to schedule parent meetings at times conducive to parent work schedules and childcare availability and were held at community school sites for easy accessibility. Childcare was offered, light snacks were provided, and translators were present. The meetings were effectively utilized to inform, engage and generate input which was brought back to the LCAP committee responsible for developing the LCAP. The LCAP committee comprised of site and district administration met frequently beginning in early January to develop a timeline for gathering information, writing the draft LCAP, and sharing with stakeholders for additional input.

SBCEO recognizes that parents and students have traditionally been the audience, rather than the actively involved stakeholder in the educational process. Through the LCAP involvement process, SBCEO JCCS has increased collaborative opportunities for program development, implementation, and assessing outcomes.

Delineated below are LCAP stakeholder engagement opportunities provided during the 2013-14 school year: Stakeholder Meetings: Meetings included an overview of the LCAP requirements, information about the 10 priority areas, review of relevant data, and gathering of initial input. Meetings in which the LCAP draft was shared are noted with an asterisk.

- Parent Advisory Committee (PAC): 1/29/14, 3/19/14, 5/21/14*
- English Learner Parent Advisory Committee (ELPAC) (including English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) members): 1/28/14, 3/18/14, 5/20/14*
- JCCS Advisory Committee monthly meetings: 1/13/14, 3/17/14*, 5/12/14*
- Feeder district meetings to establish district needs and priorities

Santa Maria Joint Union High School District: 1/13/14, 2/13/14, 3/18/14*

Lompoc Unified School District: 2/19/14, 3/25/14*

Santa Maria-Bonita School District: 3/5/14*

- Classified Association monthly meeting: 3/3/14, 6/3/14*
- Certificated Association monthly meeting: 3/5/14, 6/4/14*
- Probation and community agencies quarterly meetings: 2/10/14, 4/7/14*
- Parent/student focus groups: 1/29/14, 3/19/14, 5/21/14*

Analysis of the input from the stakeholders suggest that in order to appropriately prioritize the 10 LCAP priority areas, SBCEO Juvenile Court and Community Schools must address the following state priorities:

- A. Conditions of Learning: Enhance and ensure continuity among classroom instruction that is engaging, meaningful, connected to common core standards, and respective of the students' language abilities and cultural backgrounds;
- B. Pupil Outcomes: Through development of Individual Learning Plans (ILPs), better assist students in identifying pathways to positive and constructive adult activities and expectations for independence including working toward requirements for graduation, transitioning students to feeder districts, and preparing students to participate in college and career activities;
- C. Engagement: Create a positive school climate that models pro-social behavior; that ensures students feel safe and valued coming to school.

6-9-14

- Ongoing consultation with the SBCEO Transitional Youth Services Director (TYS), who is the foster youth/homeless county liaison: 2/12/14, 3/17/14*
- Santa Barbara County Education Office Public Hearing: 6/12/14
- Santa Barbara County Education Office Board Approval: 6/13/14

Surveys, Data and Plans: Information from the following sources were referenced as resources for data during stakeholder meetings and for input included in the LCAP

- School Accountability Report Card (SARC)
- California Healthy Kids Survey/California School Climate Survey
- Annual Student and Parent Surveys
- Inventory of Services and Supports for Students with Disabilities
- English Learner Self-Assessment Survey
- Single Plan for Student Achievement
- Local Education Accountability Plan
- Title III Improvement Plan
- School Safety and Technology Plans

6-9-14

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need And Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State Local Priority Areas (Identify specific state priority districts & C... all priority statute must included a identified; goal may be to more than priority appropriate)
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1: 2014-15	LCAP Year 2: 2015-16	LCAP Year 3: 2016-17	
<p>a. Need: Provide all JCCS students with greater <u>access to courses of study</u>, either through direct instruction or online.</p> <p>Metric:</p> <ul style="list-style-type: none"> Individualized Learning Plans (ILPs) Student transcripts Master schedule IEP Transition Plans (ITP) IEP goal progress 	<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.</p>	<p>1.a. All Including:</p> <ul style="list-style-type: none"> EL RFEP LI FY Students with disabilities 	1.a. All	N/A	1.a. To ensure students remain on track to graduate, an Individualized Learning Plan (ILP) will be developed and used to track course progress for 100% of JCCS students. Transcripts and site master schedule will be reviewed to ensure that appropriate courses are offered for all students. ILPs will be integrated into Individual Transition Plans (ITPs) for students with disabilities.	1.a. To ensure students remain on track to graduate, ILPs will continue to be developed and implemented for 100% of JCCS students. Transcripts and site master schedules will continue to be reviewed to ensure that appropriate courses are offered for all students. ILPs will be integrated into ITPs for students with disabilities.	1.a. To ensure students remain on track to graduate, ILPs will continue to be developed and implemented for 100% of JCCS students. Transcripts and site master schedules will continue to be reviewed to ensure that appropriate courses are offered for all students. ILPs will be integrated into ITPs for students with disabilities.	Priority Areas 1, 2, 3, 4, 7, 10
<p>b. Need: <u>Align ELA and Math instruction to Common Core State Standards and ELD Standards.</u></p> <p>Metric:</p> <ul style="list-style-type: none"> CCSS Implementation Plan CALL Framework Lesson observations IEP Goals 	<p>(Note: Goal 1 and associated Priority Areas are applicable to Needs/Metrics a-h)</p>	<p>1.b. All Including:</p> <ul style="list-style-type: none"> EL RFEP LI FY Students with disabilities 	1.b. All	N/A	1.b. To ensure students are engaged in a standards-aligned instructional program, JCCS staff will study ELA & Mathematics CCSS and ELD Standards and begin to make necessary instructional shifts. Shifts will be reflected through regular and appropriate use of the CALL Framework, classroom observations and review of IEP goals.	1.b. To ensure students are engaged in a standards-aligned instructional program, JCCS staff will continue to study and analyze ELA & Mathematics CCSS and ELD Standards, as observed through classroom observations. JCCS courses and IEP goals will continue to incorporate CCSS standards and practices, as reflected in the CALL Framework.	1.b. To ensure students are engaged in a standards-aligned instructional program, JCCS staff will continue to study and analyze ELA & Mathematics CCSS and ELD Standards, as observed through classroom observations. JCCS courses and IEP goals will continue to incorporate CCSS standards and practices, as reflected in the CALL Framework.	
<p>c. Need: Provide students with <u>standards-aligned instructional materials.</u></p> <p>Metric:</p>		<p>1.c. All Including:</p> <ul style="list-style-type: none"> EL RFEP LI 	1.c. All	N/A	1.c.1. To ensure students have access to Common Core instructional materials and technology, the CCSS Implementation Plan will be	1.c.1. To ensure students have access to Common Core instructional materials and technology, the CCSS Implementation Plan will	1.c.1. To ensure students have access to Common Core instructional materials and technology, the CCSS Implementation Plan will	

6-9-14

<ul style="list-style-type: none"> JCCS Common Core Implementation Plan, to include approved and adopted materials Annual Williams Reporting 		<ul style="list-style-type: none"> FY Students with disabilities 			<p>updated and refined. Instructional materials will be evaluated according to the established guidelines.</p> <p>1.c.2. 100% of JCCS students will have sufficient access to the standards-aligned instructional materials, as evidenced by the Williams Report.</p> <p>1.c.3. By June 2015, instruction in 25% of JCCS ELA and Mathematics courses will reflect movement toward CCSS standards.</p>	<p>continue to be followed. JCCS staff will continue to evaluate instructional materials and use only those materials that are approved and/or adopted.</p> <p>1.c.2. 100% of JCCS students will continue to have sufficient access to the standards-aligned instructional materials, as evidenced by the Williams Report.</p> <p>1.c.3. By June 2016, instruction in 60% of JCCS ELA and Mathematics courses will reflect movement toward CCSS standards.</p>	<p>continue to be followed. JCCS staff will continue to evaluate instructional materials and use only those materials that are approved and/or adopted.</p> <p>1.c.2. 100% of JCCS students will continue to have sufficient access to the standards-aligned instructional materials, as evidenced by the Williams Report.</p> <p>1.c.3. By June 2017, instruction in 100% of ELA and Mathematics JCCS courses will reflect movement toward CCSS standards.</p>	
<p>d. Need: Provide access to <u>A-G approved courses</u>, <u>CTE aligned courses</u> and <u>post-secondary opportunities</u>. Currently, no CTE courses are offered and only 55% of students participate in career awareness programs.</p> <p>Metric:</p> <ul style="list-style-type: none"> A-G course offerings and completion rates CTE course offerings and completion rates Postsecondary career plans Early Assessment Program (EAP) completion rates Transition plans for students with disabilities 		<p>1.d. All Including:</p> <ul style="list-style-type: none"> EL RFEP LI FY Students with disabilities 	<p>1.d. All</p>	<p>N/A</p>	<p>1.d.1. To ensure continuity of courses for JCCS students who are on an A-G track, online A-G coursework will be provided through CyberHigh or other A-G approved online courses.</p> <p>1.d.2. To ensure all students have access to CTE courses, JCCS will identify courses appropriate to the court and community school setting and coordinate with ROP Director to facilitate delivery.</p> <p>1.d.3. To ensure 60% of JCCS students have exposure to career and job skills programs through the coordinated efforts of JCCS, special education vocational services, and community agencies. Currently, only 55% of students participate in career awareness programs.</p> <p>1.d.4. To ensure that JCCS students are provided an</p>	<p>1.d.1. To ensure continuity of courses for JCCS students who are on an A-G track, online A-G coursework will continue to be provided through CyberHigh or other A-G approved online courses.</p> <p>1.d.2. To ensure all students have access to CTE courses, JCCS will offer identified course(s) to students in one or more of the Court and Community School programs. The course(s) will be evaluated and adjusted, as needed.</p> <p>1.d.3. To ensure 65% of JCCS students have exposure to career and job skills programs through the coordinated efforts of JCCS, special education vocational services, and community agencies.</p> <p>1.d.4. To ensure that JCCS students are provided an</p>	<p>1.d.1. To ensure continuity of courses for JCCS students who are on an A-G track, online A-G coursework will continue to be provided through CyberHigh or other A-G approved online courses.</p> <p>1.d.2. To ensure all students have continued access to CTE courses, JCCS will offer identified course(s) to students in one or more of the Court and Community School programs. The course(s) will be evaluated and adjusted, as needed.</p> <p>1.d.3. To ensure 70% of JCCS students have exposure to career and job skills programs through the coordinated efforts of JCCS, special education vocational services, and community agencies.</p> <p>1.d.4. To ensure that JCCS students are provided an</p>	

					<p>opportunity to demonstrate college preparedness, eligible students will be provided access to the Early Assessment Program (EAP) exam upon request.</p> <p>1.d.5. To ensure students with IEPs have access to both A-G courses and career preparation, students who are 15 years or older will have as part of their IEP a comprehensive Individual Transition Plan (ITP), inclusive of goals and services that address students' post-secondary goals, and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>	<p>opportunity to demonstrate college preparedness, eligible students will continue to be provided access to the Early Assessment Program (EAP) exam upon request.</p> <p>1.d.5. To ensure students with IEPs have access to both A-G courses and career preparation, students who are 15 years or older will continue to have a comprehensive ITP and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>	<p>opportunity to demonstrate college preparedness, eligible students will continue to be provided access to the Early Assessment Program (EAP) exam upon request.</p> <p>1.d.5. To ensure students with IEPs have access to both A-G courses and career preparation, students who are 15 years or older will continue to have a comprehensive ITP and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>	
<p>e. Need: JCCS will continue to adhere to <u>state assessment</u> requirements.</p> <p>Metrics:</p> <ul style="list-style-type: none"> • API (using identified Alternative Education guidelines) • CAHSEE • Smarter Balanced Assessments • ITP annual assessment 		<p>1.e. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	1.e. All	N/A	<p>1.e.1. To measure improved student achievement, all required state assessments will be administered, analyzed and reported, including:</p> <ul style="list-style-type: none"> • API – For 2013, growth scores were: Court Schools - 465 Community Schools - 472 <p>Note: CDE reports that API is based on small numbers of students and are therefore less reliable and should be carefully interpreted.</p> <ul style="list-style-type: none"> • CAHSEE: Three-year average pass rates will be increased by 2% annually from the current pass rate of 47% for ELA and 45% for Math. • Smarter Balanced Assessments: For 2014-15, JCCS staff will administer 	<p>1.e.1. To measure improved student achievement, all required state assessments will be administered, analyzed and reported, including:</p> <ul style="list-style-type: none"> • API: By 2015-16, API Base to Growth comparisons will be reported by CDE using Smarter Balanced assessments. JCCS will follow state guidelines for Alternative Schools. • CAHSEE: To measure improved student achievement, three-year average pass rates will be increased by 2% in both ELA and Math. • Smarter Balanced Assessments: For 2015-16, JCCS staff will administer Smarter Balanced 	<p>1.e.1. To measure improved student achievement, all required state assessments will be administered, analyzed and reported, including:</p> <ul style="list-style-type: none"> • API: By 2016-17 Smarter Balanced assessments results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API. JCCS will follow state guidelines for Alternative Schools and closely monitor results. • CAHSEE: To measure improved student achievement, three-year average pass rates will be increased by 2% annually in both ELA and Math. • Smarter Balanced Assessments: For 2016-17, JCCS staff will administer Smarter Balanced 	

6-9-14

					Smarter Balanced Assessments according to state guidelines. Note: CST results reflect that only 7.5% of JCCS students are proficient/advanced in ELA, and 13.2% in Math. Although the state is transitioning away from CST, the results clearly point to a critical gap in student achievement.	Assessments according to state guidelines.	Assessments according to state guidelines; JCCS staff will analyze test results (student and school), and results will be used to inform instruction and advise parents and students.	
<p>f. Need: Increased consistency in the use and interpretation of <u>local assessments</u> to determine placement, inform instruction, and monitor student progress in ELA and Math.</p> <p>Metric:</p> <ul style="list-style-type: none"> • NWEA MAP • Read 180 • District Writing Assessment reports • WIAT or Woodcock-Johnson 		<p>1.f. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	1.f. All	N/A	<p>1.f.1. To maximize academic growth for all JCCS students, staff will determine how to best utilize existing local assessment data to inform instruction and monitor achievement. Current assessment measures for further investigation include:</p> <ul style="list-style-type: none"> • NWEA MAP • Read 180 • District Writing Assessment • Smarter Balanced Interim Assessments (as a potential source for formative assessment) <p>For students with disabilities, additional assessments may include:</p> <ul style="list-style-type: none"> • WIAT • Woodcock-Johnson 	<p>1.f.1. To measure student achievement, district assessments will continue to be administered, analyzed and reported, including:</p> <ul style="list-style-type: none"> • NWEA MAP • Read 180 • District Writing Assessment • JCCS staff will review Smarter Balanced Interim Assessments for use as potential formative assessment tools. <p>For students with disabilities, additional assessments may include:</p> <ul style="list-style-type: none"> • WIAT • Woodcock-Johnson 	<p>1.f.1. To measure student achievement, district assessments will continue to be administered, analyzed and reported, including:</p> <ul style="list-style-type: none"> • NWEA MAP • Read 180 • District Writing Assessment • JCCS staff will review Smarter Balanced Interim Assessments for use as potential formative assessment tools. <p>For students with disabilities, additional assessments may include:</p> <ul style="list-style-type: none"> • WIAT • Woodcock-Johnson 	
<p>g. Need: Provide greater support for students with disabilities to make progress in meeting common core and ELD standards, ensuring students are receiving educational benefit from their instructional program.</p> <p>Metric</p> <ul style="list-style-type: none"> • Smarter Balanced Assessments • Read 180 • CELDT 		<p>1.g. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	1.g. All		<p>1.g. To ensure students with disabilities are receiving full educational benefit from their instructional program, general education and special education support staff will work collaboratively to make necessary accommodations to instructional materials, instructional assignments, and tests according to each student's IEP. Instructional staff will meet routinely to discuss progress and</p>	<p>1.g. General education and special education support staff will continue to work collaboratively to make necessary accommodations to instructional materials, assignments, and tests according to each student's IEP. Instructional staff will meet regularly to discuss progress and make necessary adjustments to the instructional program. Special education support staff</p>	<p>1.g. General education and special education support staff will continue to work collaboratively to make necessary accommodations to instructional materials, assignments, and tests according to each student's IEP. Instructional staff will meet regularly to discuss progress and make necessary adjustments to the instructional program. Special education support staff</p>	

6-9-14

<ul style="list-style-type: none"> • IEP goal progress <p>Classroom observations</p>					<p>make necessary adjustments to IEPs. Special education support staff will provide intensive intervention as needed to assist the students in making progress on grade level standards.</p>	<p>will provide intensive intervention as needed to assist students in making progress on grade level standards.</p>	<p>will provide intensive intervention as needed to assist students in making progress on grade level standards.</p>
<p>h. Need: Provide greater <u>support for English Learners</u> in the acquisition of English language proficiency and improved access to core curriculum.</p> <p>Metric:</p> <ul style="list-style-type: none"> • CELDT • Primary language assessments for students with disabilities • Classroom observations 		<p>1.h. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	<p>1.h. All</p>		<p>1.h.1. To ensure annual growth in English language development, ELs who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level.</p> <p>1.h.2. To ensure English Learners have equitable access to (a) all areas of the curriculum, (b) appropriate instruction that addresses identified needs and maximally advances skills and knowledge, and (c) instructional settings that are safe, respectful, and intellectually stimulating, JCCS staff will engage in research-affirmed professional learning that is strategically designed by the JCCS Director in consultation with SBCEO Curriculum & Instruction department.</p> <p>1.h.3. To ensure English Learners have access to the full master schedule, JCCS will be diligent about identifying and reclassifying 100% of students eligible for reclassification. It is common for eligible ELs to enter JCCS without having been reclassified by their home districts</p>	<p>1.h.1. To ensure annual growth in English language development, ELs who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level.</p> <p>1.h.2. To ensure English Learners have equitable access to curriculum; appropriate instructional routines and strategies; and safe, respectful and intellectually stimulating instructional learning environments, the JCCS staff will continue to engage in research-affirmed professional learning and incorporate new learning into instructional practice.</p> <p>1.h.3. To ensure English Learners have access to the full master schedule, JCCS will continue to be diligent about identifying and reclassifying 100% of students eligible for reclassification.</p>	<p>1.h.1. To ensure annual growth in English language development, ELs who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level.</p> <p>1.h.2. To ensure English Learners have equitable access to curriculum; appropriate instructional routines and strategies; and safe, respectful and intellectually stimulating instructional learning environments, the JCCS staff will continue to engage in research-affirmed professional learning and incorporate new learning into instructional practice.</p> <p>1.h.3. To ensure English Learners have access to the full master schedule, JCCS will continue to be diligent about identifying and reclassifying 100% of students eligible for reclassification.</p>

6-9-14

Section 3:
Actions,
Services,

<p>a. Need: JCCS schools must have <u>appropriately assigned and credentialed teachers</u>, standards-aligned instructional materials, and school facilities that are maintained and in good repair.</p> <p>Metric:</p> <ul style="list-style-type: none"> • Annual Williams Reporting 	<p>Goal 2: Educational professionals will be highly qualified and well prepared and supported to provide: (a) appropriately differentiated instruction based on identified learning and language needs, and (b) appropriate and effective use of technology to support instruction.</p> <p>(Note: Goal 2 and associated Priority Areas are applicable to Needs/Metrics a-c)</p>	<p>2.a. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	<p>2.a. All</p>	<p>N/A</p>	<p>2.a. To ensure an effective educational environment, 100% of JCCS teachers will be highly qualified and appropriately assigned.</p>	<p>2.a. To ensure an effective educational environment, 100% of JCCS teachers will be highly qualified and appropriately assigned.</p>	<p>2.a. To ensure an effective educational environment, 100% of JCCS teachers will be highly qualified and appropriately assigned.</p>	
<p>b. Need: Provide structured <u>professional learning</u> to support the delivery of <u>standards-aligned practices and differentiation</u> based on <u>learning and language needs</u>.</p> <p>Metric:</p> <ul style="list-style-type: none"> • CCSS Implementation Plan • Content Area Language and Literacy (CALL) framework • Professional learning specific to IEP goals 		<p>2.b. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	<p>2.b. All</p>	<p>N/A</p>	<p>2.b.1. Update the CCSS Implementation Plan to include professional development specific to CCSS ELA and Mathematics, the ELD standards, the ELA/ELD Framework and differentiated instruction. Engage staff in professional learning as described in the CCSS Implementation Plan.</p> <p>2.b.2. Engage staff in professional learning to focus on instructional strategies and routines specific to literacy.</p> <p>2.b.3.</p>	<p>2.b.1. Teachers will engage staff in professional learning specific to CCSS, the ELD standards, the ELA/ELD Framework, and differentiated instruction.</p> <p>2.b.2. Teachers will engage in professional learning to focus on instructional strategies and routines specific to literacy.</p>	<p>2.b.1. Teachers will engage staff in professional learning specific to CCSS, the ELD standards, the ELA/ELD Framework, and differentiated instruction.</p> <p>2.b.2. Teachers will engage in professional learning to focus on instructional strategies and routines specific to literacy.</p>	<p>Priority Area 1, 2, 4, 7, 8</p>
<p>c. Need: <u>Technology</u> is currently being used only to provide intervention and access to online courses. There is a need for <u>professional learning</u> to determine how to integrate technology into the instructional program to support learning experiences and opportunities for all students.</p> <p>Metric:</p> <ul style="list-style-type: none"> • CCSS Implementation Plan • SBCEO Technology Plan 		<p>2.c. All Including:</p> <ul style="list-style-type: none"> • EL • RFEP • LI • FY • Students with disabilities 	<p>2.c All</p>	<p>N/A</p>	<p>2.c. The Technology Plan will be updated to include the effective use of instructional technology.</p>	<p>2.c. Refine the Technology Plan for instructional technology, incorporating well-designed opportunities for students to engage in meaningful learning.</p>	<p>2.c. Continue to refine the Technology Plan for instructional technology, incorporating well-designed opportunities for students to engage in meaningful learning.</p>	

6-9-14

<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.</p>	<p>Priority Areas: 1, 2, 3, 4, 7, 8, 9, 10</p>	<p>Ensure access to and completion of courses needed for graduation; develop and administer a protocol for monitoring the progress of course completion.</p>	<p>LEA-wide Note: In this plan the term “LEA-wide” refers to the four schools in the JCCS system.</p>	<p>N/A</p>	<p>1.a.1. JCCS staff will develop and implement an Individualized Learning Plan (ILP) protocol for all JCCS students.</p> <p>1.a.2. JCCS staff will review ILPs and transcripts and develop a master schedule to ensure access to and completion of courses needed for graduation.</p> <p>Expenditure: Release time for staff development – \$10,000 Source: LCFF (1000-3000)</p>	<p>1.a.1. The ILP protocol will continue to be utilized to ensure access to and completion of courses needed for graduation. Transcripts and the site master schedule will continue to be reviewed to ensure access to needed courses for all students.</p> <p>1.a.2. JCCS staff will continue to review ILPs and transcripts and develop a master schedule that reflects student needs.</p> <p>Expenditure: Leadership Team Review - \$3,000 Source: LCFF (1000-3000)</p>	<p>a.1. The ILP protocol will continue to be utilized to ensure access to and completion of courses needed for graduation. Transcripts and the site master schedule will continue to be reviewed to ensure access to needed courses for all students.</p> <p>1.a.2. JCCS staff will continue to review ILPs and transcripts and develop a master schedule that reflects student needs.</p> <p>Expenditure: Leadership Team Review - \$3,000 Source: LCFF (1000-3000)</p>
		<p>Align JCCS courses to new standards and implement necessary instructional shifts.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1.b.1. JCCS staff will study CCSS ELA & Math and ELD Standards to begin the process of aligning courses to the new standards.</p> <p>1.b.2. JCCS staff will begin to incorporate the new standards into instruction, and shifts will be reflected through the use of the CALL Framework and classroom observations.</p> <p>Expenditure: Quarterly Curriculum Team Mtgs. - \$15,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>1.b.1. JCCS staff will continue to study and analyze CCSS ELA & Math and ELD Standards and continue to align courses to the new standards.</p> <p>1.b.2. JCCS staff will begin to incorporate the new standards into instruction, and shifts will be reflected through the use of the CALL Framework and classroom observations.</p> <p>Expenditure: Quarterly Curriculum Team Mtgs. - \$10,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>1.b.1. JCCS staff will continue to study and analyze CCSS ELA & Math and ELD Standards and continue to align courses to the new standards.</p> <p>1.b.2. JCCS staff will begin to incorporate the new standards into instruction, and shifts will be reflected through the use of the CALL Framework and classroom observations.</p> <p>Expenditure: Quarterly Curriculum Team Mtgs. - \$10,000 Source: LCFF (Object Codes 1000-3000)</p>
		<p>Create CCSS implementation plan, utilize an approved process for evaluating instructional materials for CCSS alignment, and monitor to ensure instruction to ensure</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1.c.1. JCCS will create a Common Core Implementation Plan. CCSS-aligned curriculum materials will be evaluated, approved/adopted, and implemented, as appropriate.</p> <p>1.c.2. JCCS staff will ensure that all students will continue to have sufficient access to standards-aligned instructional materials.</p> <p>1.c.3. JCCS staff will continue to incorporate standards-based lessons into</p>	<p>1.c.1. A JCCS Common Core Implementation Plan will be created. CCSS-aligned curriculum materials will be evaluated, approved/adopted, and implemented, as appropriate.</p> <p>1.c.2. JCCS staff will continue to ensure that all students will continue to have sufficient access to standards-aligned instructional materials.</p> <p>1.c.3. JCCS staff will continue to incorporate standards-based lessons into</p>	<p>1.c.1. A JCCS Common Core Implementation Plan will be created. CCSS-aligned curriculum materials will be evaluated, approved/adopted, and implemented, as appropriate.</p> <p>c.2. JCCS staff will continue to ensure that all students will continue to have sufficient access to standards-aligned instructional materials.</p> <p>1.c.3. JCCS staff will continue to incorporate standards-based lessons into</p>

6-9-14

		instructional shifts are occurring.			<p>courses.</p> <p>Expenditure: Walkthroughs, internal audits – \$4,000</p> <p>Source: LCFF (Object Codes 1000-3000)</p> <p>Expenditure: CCSS-aligned materials/s: \$20,000 - \$40,000</p> <p>Source: CCSS</p>	<p>courses. JCCS Director will monitor to ensure CCSS instruction and practices are routinely incorporated in courses.</p> <p>Expenditure: CCSS Standards and Course Development Support - \$13,000</p> <p>Source: CCSS</p> <p>Expenditure: Walkthroughs, internal audits – \$4,000</p> <p>Source: LCFF (Object Codes 1000-3000)</p> <p>Expenditure/s: \$20,000 - \$40,000</p> <p>Source: CCSS</p>	<p>courses. JCCS Director will monitor to ensure CCSS instruction and practices are routinely incorporated in courses.</p> <p>Expenditure: CCSS Standards and Course Development Support - \$13,000</p> <p>Source: CCSS</p> <p>Expenditure: Walkthroughs, internal audits – \$4,000</p> <p>Source: LCFF (Object Codes 1000-3000)</p>
<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes <u>access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities</u>. State and local assessments will be effectively used for formative and summative evaluation.</p>		<p>Ensure student access to A-G and CTE courses, and strengthen post-secondary educational and career opportunities.</p>	LEA-wide	N/A	<p>1.d.1. JCCS students enter the program credit deficient and typically require credit recovery in order to get back on course with graduation requirements. Expelled and incarcerated JCCS students who are on an A-G track will be provided with UC and CSU approved online coursework through Cyber High or other A-G approved online courses.</p> <p>Expenditure: Licenses \$2,000</p> <p>Source: LCFF (Object Code 5000)</p> <p>Expenditure: Hardware/wiring \$4,000</p> <p>Source: LCFF (Object Code 5000)</p> <p>1.d.2. JCCS will research CTE courses and identify a course and/or courses that would be appropriate for delivery in the court and community school programs.</p> <p>Expenditure: Staff release time \$1,000</p> <p>Source: LCFF (Object Code 1000-3000)</p>	<p>1.d.1. JCCS students who are on an A-G track will be provided with UC and CSE approved online coursework through Cyber High or other A-G approved online courses.</p> <p>Expenditure: Licenses \$2,000</p> <p>Source: LCFF (Object Code 5000)</p> <p>1.d.2. JCCS will offer identified CTE courses to students in one or more of the court or community school programs. CTE course(s) will be evaluated for effective student learning, and adjustments to the course offerings will be made for the next school year.</p> <p>Expenditure: Salary/Benefits \$90,000</p> <p>Source: LCFF (Object Codes 1000-3000)</p> <p>Expenditure: Licenses \$1,000</p> <p>Source: LCFF (Object Code 5000)</p>	<p>1.d.1. Expelled and incarcerated JCCS students who are on an A-G track will be provided with UC and CSU approved online coursework through Cyber High or other A-G approved online courses.</p> <p>Expenditure: Salary/Benefits \$2,000</p> <p>Source: LCFF (Object Code 5000)</p> <p>1.d.2. JCCS will continue to offer and strengthen the CTE course(s) for students in one or more of the court or community school programs. Course(s) will continue to be evaluated and improved.</p> <p>Expenditure: Salary/Benefits \$90,000</p> <p>Source: LCFF (Object Codes 1000-3000)</p> <p>Expenditure: Licenses \$1,000</p> <p>Source: LCFF (Object Code 5000)</p>

					<p>1.d.3. Strengthen the career and job skills component of existing court and community school programs utilizing coordinated resources from Transitional Youth Services or Student Data Advisor, special education vocational services, probation, guest speakers, and role models. Currently, only 55% of students participate in career awareness programs.</p> <ul style="list-style-type: none"> • Identify assessment tools and processes for students to use in identification of career interests. • Hire and train a Transitional Youth Service or Student Data Advisor to support students with the vocational assessments, career and technical options, and other transitional services. • Coordinate services provided by the Transitional Youth Service or Student Data Advisor and Special Education Vocational assistants to support all students in JCCS. <p>Expenditure: TYS Student Data Advisor \$110,000 Source: Title I –D Expenditure: Training \$2,000 Source: LCFF (Object Code 5000) Expenditure: Materials \$1,000 Source: LCFF (Object Code 4000)</p> <p>1.d.4. College preparedness Early Assessment Program (EAP) exams will be offered and administered upon request by eligible students.</p> <p>1.d.5. JCCS IEP teams will improve the quality of students’ ITPs by:</p> <ul style="list-style-type: none"> • Exploring career interest assessment tools that are current and reflective of individual learning styles; 	<p>1.d.3. Strengthen the career and job skills component of existing court and community school programs utilizing coordinated resources from Transitional Youth Services or Student Data Advisor, special education vocational services, probation, guest speakers, and role models.</p> <ul style="list-style-type: none"> • Continue to use identified assessment tools and processes for students to identify career interests upon intake for every student. • Coordinate services provided by the Transitional Youth Service or Student Data Advisor and Special Education Vocational assistants to support all students in JCCS. • Expand transitional services to El Puente and FitzGerald community schools. <p>Expenditure: TYS Student Data Advisor \$110,000 Source: Title I –D Expenditure: Materials \$1,000 Source: LCFF (Object Code 4000)</p> <p>1.d.4. College preparedness Early Assessment Program (EAP) exams will be offered and administered upon request by eligible students.</p> <p>1.d.5. JCCS IEP teams will continue to improve the quality of students’ ITPs by:</p> <ul style="list-style-type: none"> • Exploring career interest assessment tools that are current and reflective of individual learning styles; 	<p>1.d.3. Strengthen the career and job skills component of existing court and community school programs utilizing coordinated resources from Transitional Youth Services or Student Data Advisor, special education vocational services, probation, guest speakers, and role models.</p> <ul style="list-style-type: none"> • Continue use identified assessment tools and processes for students to identify career interests upon intake for every student. • Continue to coordinate services provided by the Transitional Youth service or Student Data Advisor and Special Education Vocational assistants to support all students in JCCS. • Continue career, technical, and postsecondary support for all students in all JCCS programs. <p>Expenditure: TYS Student Data Advisor \$110,000 Source: Title I –D Expenditure: Materials \$1,000 Source: LCFF (Object Code 4000)</p> <p>1.d.4. College preparedness Early Assessment Program (EAP) exams will continue to be offered and administered upon request by eligible students.</p> <p>1.d.5. JCCS IEP teams will continue to improve the quality of students’ ITPs by:</p> <ul style="list-style-type: none"> • Exploring career interest assessment tools that are current and reflective of individual learning styles;
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6-9-14

					<ul style="list-style-type: none"> • Expanding the options for work experience and job coaching in school and community settings; • Providing updated training to all staff on the writing and implementing of ITPs; • Providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. <p>Expenditures/Sources: IDEA and AB 60</p>	<ul style="list-style-type: none"> • Expanding the options for work experience and job coaching in school and community settings; • Providing updated training on the writing and implementing of ITPs; • Providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. <p>Expenditures/Sources: IDEA and AB 602</p>	<ul style="list-style-type: none"> • Expanding the options for work experience and job coaching in school and community settings; • Providing updated training on the writing and implementing of ITPs; • Providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management; • Working with community mentors and potential employers to establish paid employment opportunities for students with disabilities upon graduation or receipt of certificate of completion. <p>Expenditures/Sources: IDEA and AB 602</p>
<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities. <u>State and local assessments will be effectively used for formative and summative evaluation.</u></p>		<p>Ensure appropriate administration of state assessments and effective utilization of assessment results for formative and summative purposes.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1.e.1. API: For 2014-15, the CDE calculated API average and/or weighted average will be used upon availability.</p> <p>1.e.2. CAHSEE: JCCS staff will identify appropriate intervention support for passing ELA and Mathematics CAHSEE exams (tutoring and curriculum support materials).</p> <p>Staff will administer the CAHSEE to JCCS staff beginning with the 10th grade census and through continued testing opportunities, as needed.</p> <p>1.e.3. Smarter Balanced Assessments: For 2014-15, JCCS staff will administer Smarter Balanced Assessments according to state guidelines.</p> <p>1.e.4. Upon availability, JCCS staff will review the Smarter Balanced Interim Assessments for use as potential formative assessment tools.</p>	<p>1.e.1. API: By 2015-16, API Base to Growth comparisons will be reported by CDE using Smarter Balanced assessments. JCCS will follow state guidelines for Alternative Schools.</p> <p>1.e.2. CAHSEE: JCCS staff will implement identified intervention supports to assist students in passing the ELA and Mathematics CAHSEE exams (tutoring and curriculum support materials).</p> <p>Staff will administer the CAHSEE to JCCS staff beginning with the 10th grade census and through continued testing opportunities, as needed.</p> <p>1.e.3. Smarter Balanced Assessments: For 2015-16, JCCS staff will administer Smarter Balanced Assessments according to state guidelines.</p> <p>1.e.4. JCCS staff will continue to review Smarter Balanced Interim Assessments</p>	<p>1.e.1. API: By, 2016-17 Smarter Balanced assessments results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API. JCCS will follow state guidelines for Alternative Schools.</p> <p>1.e.2. CAHSEE: JCCS staff will implement identified intervention supports for passing the ELA and Mathematics CAHSEE exams (tutoring and curriculum support materials).</p> <p>Staff will administer the CAHSEE to JCCS staff beginning with the 10th grade census and through continued testing opportunities, as needed.</p> <p>1.e.3. Smarter Balanced Assessments: For 2016-17, test results (individual and school) will be analyzed according to CDE required guidelines, and results will be used to inform instruction and communicate with parents.</p> <p>1.e.4. JCCS staff will continue to review the Smarter Balanced Interim Assessments for use as potential formative assessment tools.</p>

6-9-14

					<p>Expenditure: Data \$82,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>for use as potential formative assessment tools. Expenditure: Data Analysis \$80,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>Expenditure: Data Analysis, Collaboration Time, Parent Conferences \$90,000 Source: LCFF (Object Codes 1000-3000)</p>
<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.</p>		<p>Analyze local assessments to determine appropriateness and relevance and ensure effective use of identified assessments to monitor progress and inform instruction.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1.f.1. The JCCS Director will attend training on the use of NWEA MAP assessments. 1.f.2. The JCCS Director will train the testing coordinator and a team of teachers to help with the district wide use of the NWEA MAP assessments. 1.f.3. A teacher assessment team will review district assessments for appropriateness and relevance. 1.f.4. All teachers will receive training on the use of the district-approved assessments to place students, monitor progress, and inform instruction. 1.f.5. 50% of teachers will integrate the use of the District wide assessments to monitor progress and inform instruction. Expenditure: Release time for staff \$20,000 Source: LCFF (Object Codes 1000-3000) Expenditure: Annual MAP renewal \$3,600 Source: LCFF (Object Code 5000)</p>	<p>1.f.1. Ongoing training and support for the use of district wide assessments will be scheduled throughout the year. 1.f.2. 70% of teachers will integrate the use of the District wide assessments to monitor progress and inform instruction. 1.f.3. The teacher assessment team will continue to review district assessments for appropriateness and relevance. 1.f.4. Training will continue related to the use of the district-approved assessments to place students, monitor progress, and inform instruction. 1.f.5. 70% of teachers will integrate the use of the District wide assessments to monitor progress and inform instruction. Expenditure: Release time for staff \$12,000 Source: LCFF (Object Codes 1000-3000) Expenditure: Annual MAP renewal \$3,600 Source: LCFF (Object Code 5000) Expenditure: Annual MAP training for the JCCF Director \$5,000 Source: LCFF (Object Code 5000)</p>	<p>1.f.1. Ongoing training and support for the use of district wide assessments will be scheduled throughout the year. 1.f.2. 100% of teachers will integrate the use of the District wide assessments to monitor progress and inform instruction. 1.f.3. The teacher assessment team will continue to review district assessments for appropriateness and relevance. 1.f.4. Training will continue related to the use of the district-approved assessments to place students, monitor progress, and inform instruction. 1.f.5. 100% of teachers will integrate the use of the District wide assessments to monitor progress and inform instruction. Expenditure: Release time for staff \$12,000 Source: LCFF (Object Codes 1000-3000) Expenditure: Annual MAP renewal \$3,600 Source: LCFF (Object Code 5000) Expenditure: Annual MAP training for the JCCF Director \$5,000 Source: LCFF (Object Code 5000)</p>
<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded</p>		<p>Create a collaborative co-teaching model that supports student learning through</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1.g. JCCS will improve outcomes for students with disabilities through the following actions: <ul style="list-style-type: none"> Provide training on collaborative, co-teaching model to all JCCS staff </p>	<p>1.g. JCCS will continue to improve outcomes for students with disabilities through the following actions:</p>	<p>1.g. JCCS will continue to improve outcomes for students with disabilities through the following actions:</p>

6-9-14

<p>post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.</p>		<p>well designed and delivered differentiated instruction, accommodations and modifications.</p>			<p>that addresses differentiated instruction, accommodations and modifications, environmental arrangement, and communication styles of adults and students.</p> <ul style="list-style-type: none"> ● Research and identify intervention materials for students with disabilities who cannot access Read 180. ● Special education administrators will conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction. <p>Expenditures/Sources: IDEA and AB 602</p>	<ul style="list-style-type: none"> ● Continue to support staff in implementing the collaborative, co-teaching model. ● Implement identified intervention materials for students with disabilities who cannot access Read 180. ● Special education administrators will conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction. <p>Expenditures/Sources: IDEA and AB 602</p>	<ul style="list-style-type: none"> ● Continue to support staff in implementing the collaborative, co-teaching model. ● Implement identified intervention materials for students with disabilities who cannot access Read 180. ● Special education administrators will conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction. <p>Expenditures/Sources: IDEA and AB 602</p>
<p>Goal 2: Educational professionals will be <u>highly qualified</u> and well prepared and supported to provide: (a) appropriately differentiated instruction based on identified learning and language needs, and (b) appropriate and effective use of technology to support instruction.</p>	<p>Priority Areas: 1, 2, 4, 7, 8</p>	<p>Ensure teachers are highly qualified and appropriately assigned.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>2.a.1. Ensure that all JCCS teachers meet HQT requirements and are appropriately assigned.</p> <p>Expenditures/Sources: All JCCS teachers are currently highly qualified. In the event this changes, LCFF funds will be appropriately used to assist with coursework and/or exams necessary to ensure Verification Process for Special Settings (VPSS) compliance for staff.</p>	<p>2.a.1. Continue to ensure that all JCCS teachers meet HQT requirements and are appropriately assigned.</p> <p>Expenditures/Sources: All JCCS teachers are currently highly qualified. In the event this changes, LCFF funds will be appropriately used to assist with coursework and/or exams necessary to ensure Verification Process for Special Settings (VPSS) compliance for staff.</p>	<p>2.a.1. Continue to ensure that all JCCS teachers meet HQT requirements and are appropriately assigned.</p> <p>Expenditures/Sources: All JCCS teachers are currently highly qualified. In the event this changes, LCFF funds will be appropriately used to assist with coursework and/or exams necessary to ensure Verification Process for Special Settings (VPSS) compliance for staff.</p>
<p>Goal 2: Educational professionals will be highly qualified and <u>well prepared and supported</u> to provide: (a) appropriately differentiated instruction based on identified learning and language needs, and (b) appropriate and effective use of technology to support instruction.</p>		<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>2.b.1. JCCS staff will engage in professional learning specific to:</p> <ul style="list-style-type: none"> ● English Language Development (ELD) Standards ● ELA CCSS ● ELA/ELD Framework ● CCSS Mathematical Practices <p>2.b.2. Teachers will engage in professional learning specific to Content Area Language and Literacy (CALL). The CALL framework for lesson design focuses on differentiated instructional strategies and routines to help make complex academic text accessible. Currently 45% of staff members are trained in CALL.</p>	<p>2.b.1. JCCS staff will continue to engage in professional learning specific to:</p> <ul style="list-style-type: none"> ● English Language Development (ELD) Standards ● ELA CCSS ● ELA/ELD Framework ● CCSS Mathematical Practices <p>2.b.2. Teachers will continue to engage in professional learning specific to Content Area Language and Literacy (CALL). The CALL framework for lesson design focuses on differentiated instructional strategies and routines to help make complex academic text accessible.</p>	<p>2.b.1. JCCS staff will continue to engage in professional learning specific to:</p> <ul style="list-style-type: none"> ● English Language Development (ELD) Standards ● ELA CCSS ● ELA/ELD Framework ● CCSS Mathematical Practices <p>2.b.2. Teachers will continue to engage in professional learning specific to Content Area Language and Literacy (CALL). The CALL framework for lesson design focuses on differentiated instructional strategies and routines to help make complex academic text accessible.</p>

6-9-14

					<p>2.b.3. Staff will deepen their understanding of brain-based science research in order to (a) improve academic performance for students, (b) enhance the educational climate, and (c) positively impact academic achievement.</p> <p>2.b.4. JCCS staff will be provided opportunities to participate in SBCEO Teacher Induction Program professional learning sessions to include CCSS, Universal Design for Learning, literacy development through content area support, valuing students' home cultures and primary languages as assets, social/emotional learning, and reflective teaching practices.</p> <p>Expenditure: Training registration and travel \$15,000 Source: LCFE (Object Code 4000)</p> <p>Expenditure: Substitute teachers and extra hours \$8,000 Source: LCFE (Object Codes 1000-3000)</p>	<p>2.b.3. Staff will deepen their understanding of brain-based science research in order to (a) improve academic performance for students, (b) enhance the educational climate, and (c) positively impact academic achievement.</p> <p>2.b.4. JCCS staff will continue to be provided opportunities to participate in SBCEO Teacher Induction Program professional learning sessions to include CCSS, Universal Design for Learning, literacy development through content area support, valuing students' home cultures and primary languages as assets,, social/emotional learning, and reflective teaching practices.</p> <p>Expenditure: Training registration and travel \$8,000 Source: LCFE (Object Code 4000)</p> <p>Expenditure: Substitute teachers and extra hours \$8,000 Source: LCFE (Object Codes 1000-3000)</p>	<p>2.b.3. Staff will deepen their understanding of brain-based science research in order to (a) improve academic performance for students, (b) enhance the educational climate, and (c) positively impact academic achievement.</p> <p>2.b.4. JCCS staff will continue to be provided opportunities to participate in SBCEO Teacher Induction Program professional learning sessions to include CCSS, Universal Design for Learning, literacy development through content area support, valuing students' home cultures and primary languages as assets, social/emotional learning, and reflective teaching practices.</p> <p>Expenditure: Training registration and travel \$8,000 Source: LCFE (Object Code 4000)</p> <p>Expenditure: Substitute teachers and extra hours \$8,000 Source: LCFE (Object Codes 1000-3000)</p>
<p>Goal 2: Educational professionals will be highly qualified and well prepared and supported to provide: (a) appropriately differentiated instruction based on identified learning and language needs, and (b) <u>appropriate and effective use of technology to support instruction.</u></p>		<p>Provide professional learning opportunities that support the effective use of technology to enhance student learning.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>2.c. Update the SBCEO Technology Plan to incorporate the effective use of instructional technology. The plan will include:</p> <ul style="list-style-type: none"> • SBCEO Portal training • The JCCS Director will invite at least one teacher and one probation officer to participate in an SBCEO training opportunity with Alan November to effectively incorporate technology into relevant and engaging learning experiences for students. 	<p>2.c. Refine the SBCEO Technology Plan to incorporate well-designed opportunities for students to engage in meaningful learning. The plan will include:</p> <ul style="list-style-type: none"> • Use of a research affirmed framework for identifying effective uses of educational technology in the JCCS setting. • Enhanced digital literacy that will help JCCS students learn to discriminate information from multiple electronic sources. 	<p>2.c. Continue to refine the SBCEO Technology Plan to incorporate well-designed opportunities for students to engage in meaningful learning. The plan will include:</p> <ul style="list-style-type: none"> • Use of a research affirmed framework for identifying effective uses of educational technology in the JCCS setting. • Enhanced digital literacy that will help JCCS students learn to discriminate information from multiple electronic sources. • Staff utilization of technology to redefine student learning opportunities, which may include the publishing of content to

6-9-14

					<p>Expenditure: Training registration and travel \$2,000 Source: LCFF (Object Code 4000)</p> <p>Expenditure: Substitute teachers and extra hours \$2,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>Expenditure: Training registration and travel \$3,000 Source: LCFF (Object Code 4000)</p> <p>Expenditure: Substitute teachers and extra hours \$4,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>an audience that transcends the classroom context.</p> <p>Expenditure: Training registration and travel \$3,000 Source: LCFF (Object Code 4000)</p> <p>Expenditure: Substitute teachers and extra hours \$4,000 Source: LCFF (Object Codes 1000-3000)</p>
<p>Goal 3: Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.</p> <p>Positive instructional environment / reduction in suspension</p>	<p>Priority Areas: 1, 5, 6</p>	<p>Provide an learning environment that supports positive behavior and responsibility.</p>	<p>School-wide</p>	<p>N/A</p>	<p>3.a.1. Staff will review for implementation a variety of programs designed to enhance positive student behavior and responsibility. Targeted areas will include:</p> <ul style="list-style-type: none"> ● behavior – school climate improvement ● academic support – interventions, engagement, EL development, special education support ● transition services – career, technical, and postsecondary plans/goal support * ● counseling support ** ● rehabilitation plan support <p>3.a.2. A plan for implementation of the positive behavior support program will be developed and implemented by staff to include:</p> <ul style="list-style-type: none"> ● Positive approaches to school safety and discipline throughout the JCCS programs. ● Teachers training and support in implementation of identified programs. <p>Expenditures: Restorative Justice practices - \$6,000 - \$12,000 C.H.A.M.P.S. (positive classroom management) - \$18,000 - \$35,000</p>	<ul style="list-style-type: none"> ● 3.a.1. Community schools will continue to decrease the number of suspensions by 1% per year through a combination of behavioral and academic supports, and transition services. <p>3.a.2. A plan for implementation of the positive behavior support program will continue to be implemented by staff. Positive approaches to school safety and discipline will continue to be evaluated, and teachers will continue to receive training and support in implementation of identified programs.</p> <p>Expenditures: Restorative Justice - \$6,000 - \$12,000 C.H.A.M.P.S - \$6,000 Source: LCFF (Object Code 4000)</p>	<p>3.a.1. Community schools will continue to decrease the number of suspensions by 1% per year through a combination of behavioral and academic supports, and transition services.</p> <p>3.a.2. A plan for implementation of the positive behavior support program will continue to be implemented by staff. Positive approaches to school safety and discipline will continue to be evaluated, and teachers will continue to receive training and support in implementation of identified programs.</p> <p>Expenditures: Restorative Justice - \$6,000 - \$12,000 C.H.A.M.P.S - \$6,000 CPI Refresher training - \$6,000 Source: LCFF (Object Code 4000)</p>

6-9-14

					<p>Crisis Prevention & Intervention - \$11,000 Sped. PD - \$5,425</p> <p>Source: LCFF (Object Code 4000)</p> <p>Expenditures: Translations - \$2,000</p> <p>Source: LCFF (Object Code 4000)</p> <p>* Expenditure and Source: TYS or Student Data Advisor (see Goal 1.d.3)</p> <p>** Expenditure/ Source: Title 1-D</p>	<p>Expenditures: Translations - \$1,000</p> <p>Source: LCFF (Object Code 4000)</p> <p>* Expenditure and Source: TYS or Student Data Advisor (see Goal 1.d.3)</p> <p>** Expenditure/ Source: Title 1-D</p>	<p>Expenditures: Translations - \$1,000</p> <p>Source: LCFF (Object Code 4000)</p> <p>* Expenditure and Source: TYS or Student Data Advisor (see Goal 1.d.3)</p> <p>** Expenditure/ Source: Title 1-D</p>
<p>Goal 3: Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.</p> <p>Attendance & Chronic Absenteeism</p>		<p>Provide appropriate supports to ensure regular school attendance and promote continuous learning.</p>	School-wide	N/A	<p>3.b.1. The community schools will improve school attendance and reduce the rate of chronic absenteeism and suspensions through a combination of the following:</p> <ul style="list-style-type: none"> • improvement of school climate • academic support – interventions, engagement, EL development, special education support • transition services – career, technical, and postsecondary plans/goal support • counseling support • rehabilitation plan support • positive approaches to school safety and discipline • staff training on positive discipline approaches <p>3.b.2. A plan for implementation of the positive behavior support program will be developed and implemented by teachers</p> <p>Expenditures and Sources: see 3.a above</p>	<p>3.b.1. The community schools will continue to improve school attendance and improve the rate of chronic absenteeism and suspensions through a combination of improved school climate behavioral and academic supports, and transition services.</p> <p>3.b.2. The plan for implementation of the positive behavior support program will continue to be implemented by teachers.</p> <p>Expenditures and Sources: see 3.a above</p>	<p>3.b.1. The community schools will continue to improve school attendance and reduce the rate of chronic absenteeism and suspensions through a combination of improved school climate behavioral and academic supports, and transition services.</p> <p>3.b.2. The plan for implementation of the positive behavior support program will continue to be implemented by teachers.</p> <p>Expenditures and Sources: see 3.a above</p>
<p>Goal 3: <u>Academic achievement and the social/emotional well-being</u> of students will be improved through a strategic focus on enhancing school culture, climate, and safety.</p>		<p>Create a process and structure to ensure students return to their home districts</p>	LEA-wide	N/A	<p>3.c.1. A protocol will be created where upon intake, the student’s transcript will be analyzed and an appropriate course of study will be developed to meet the graduation requirements of JCCS.</p>	<p>3.c.1. Continue to create student Individual Learning Plans (ILPs) upon intake to identify courses to be taken each semester and outline post-secondary college and career plans/interests.</p>	<p>3.c.1. Continue to create student Individual Learning Plans (ILPs) upon intake to identify courses to be taken each semester and outline post-secondary college and career plans/interests.</p>

6-9-14

<p>Reintegration</p>		<p>on track to graduate.</p>			<ul style="list-style-type: none"> • An Individual Learning Plan (ILP) will be developed for each student enrolled in the court and community schools using current transcript information and district requirements for courses and credits required for graduation. • Each ILP will be developed with the student; will identify the courses to be taken each semester while enrolled with SBCEO; and will include the student's plan/interest in post-secondary college and career. <p>3.c.2. Students will be supported through the to improve reintegration rates:</p> <ul style="list-style-type: none"> • improvement of school climate • academic support – interventions, engagement, EL development, special education support • transition services – career, technical, and postsecondary plans/goal support • counseling support • rehabilitation plan support <p>Expenditures and Sources: see 3.a above</p>	<p>3.c.2. Students will continue to be supported through a combination of improved school climate, behavioral and academic supports, and transition services to improve reintegration rates:</p> <p>Expenditures and Sources: see 3.a above</p>	<p>3.c.2. Students will continue to be supported through a combination of improved school climate, behavioral and academic supports, and transition services to improve reintegration rates:</p> <p>Expenditures and Sources: see 3.a above</p>
<p>Goal 3: <u>Academic achievement</u> and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.</p> <p>Graduation Rate</p>		<p>Ensure students complete necessary courses to remain on track to graduate; provide necessary support and opportunities to pass the ELA and Math CAHSEE.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>3.d.1. Student transcripts will be assessed upon intake, and an appropriate course of study will be identified and monitored (through an ILP) to track progress toward graduation.</p> <p>3.d.2. If a student is not eligible for graduation due to deficiency of credits and/or low academic performance, the <i>General Education Development</i> exam (GED) will be offered as an alternative method for completing high school.</p> <p>Expenditure: Substitute teachers and extra hours \$10,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>3.d.1. Student transcripts will continue to be assessed upon intake, and an appropriate course of study will be identified and monitored (through an ILP) to track progress toward graduation.</p> <p>3.d.2. If a student is not eligible for graduation due to deficiency of credits and/or low academic performance, the <i>General Education Development</i> exam (GED) will continue to be offered as an alternative method for completing high school.</p> <p>Expenditure: Substitute teachers and extra hours \$6,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>3.d.1. Student transcripts will continue to be assessed upon intake, and an appropriate course of study will be identified and monitored (through an ILP) to track progress toward graduation.</p> <p>3.d.2. If a student is not eligible for graduation due to deficiency of credits and/or low academic performance, the <i>General Education Development</i> exam (GED) will continue to be offered as an alternative method for completing high school.with transition plan.</p> <p>Expenditure: Substitute teachers and extra hours \$6,000 Source: LCFF (Object Codes 1000-3000)</p>

		<p>complete the terms and conditions of their rehabilitation plans.</p>			<p>graduation to ensure they remain on track for graduation.</p> <p>4.a.3. Develop a protocol to be used for communication specific to students who transition in and out of juvenile hall. Staff meetings will be used to review progress of all students, including expelled youth.</p> <p>4.b.1. The SBCEO Child Welfare and Attendance (CWA) director will work with Santa Barbara County Districts to update and post on the SBCEO website the Santa Barbara County Plan for Expelled Youth prior to the June 2015.</p> <p>4.b.2. SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the Santa Barbara County <i>Plan for Expelled Youth</i> as follows:</p> <ul style="list-style-type: none"> ● As fiscally sustainable, continue to provide appropriate educational settings for students expelled from districts of residence as described in the <i>Plan for Expelled Youth (pg. 30)</i> (Service Gap 1) ● As fiscally sustainable, continue to work with referring districts to develop rehabilitation plans and provide educational programs for expelled students (Service Gap 2, 3, 4) ● Note – Service Gap 5 of the <i>Plan for Expelled Youth (pg. 31)</i> is not applicable because JCCS does not operate educational programs for grades 1 – 6. ● Note – Service Gap 6 of the <i>Plan for Expelled Youth (pg. 31)</i> is not applicable because JCCS does not provide community day schools (only county community schools). 	<p>graduation to ensure they remain on track for graduation.</p> <p>4.a.3. Continue to use a protocol to be used for communication specific to students who transition in and out of juvenile hall. Staff meetings will be used to review progress of all students, including expelled youth.</p> <p>4.b.1. The SBCEO CWA director will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i>.</p> <p>4.b.2. SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the Santa Barbara County <i>Plan for Expelled Youth</i> as follows:</p> <ul style="list-style-type: none"> ● As fiscally sustainable, continue to provide appropriate educational settings for students expelled from districts of residence as described in the <i>Plan for Expelled Youth (pg. 30)</i> (Service Gap 1) ● As fiscally sustainable, continue to work with referring districts to develop rehabilitation plans and provide educational programs for expelled students (Service Gap 2, 3, 4) ● Note – Service Gap 5 of the <i>Plan for Expelled Youth (pg. 31)</i> is not applicable because JCCS does not operate educational programs for grades 1 – 6. ● Note – Service Gap 6 of the <i>Plan for Expelled Youth (pg. 31)</i> is not applicable because JCCS does not provide community day schools (only county community schools). 	<p>graduation to ensure they remain on track for graduation.</p> <p>4.a.3. Continue to use a protocol to be used for communication specific to students who transition in and out of juvenile hall. Staff meetings will be used to review progress of all students, including expelled youth.</p> <p>4.b.1 The SBCEO CWA director will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i>.</p> <p>4.b.2. SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the Santa Barbara County <i>Plan for Expelled Youth</i> as follows:</p> <ul style="list-style-type: none"> ● As fiscally sustainable, continue to provide appropriate educational settings for students expelled from districts of residence as described in the <i>Plan for Expelled Youth (pg. 30)</i> (Service Gap 1) ● As fiscally sustainable, continue to work with referring districts to develop rehabilitation plans and provide educational programs for expelled students (Service Gap 2, 3, 4) ● Note – Service Gap 5 of the <i>Plan for Expelled Youth (pg. 31)</i> is not applicable because JCCS does not operate educational programs for grades 1 – 6. ● Note – Service Gap 6 of the <i>Plan for Expelled Youth (pg. 31)</i> is not applicable because JCCS does not provide community day schools (only county community schools).
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6-9-14

					<p>4.c.1. JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.</p> <p>Expenditure: Salary/Benefits \$40,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>4.c.1. JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.</p> <p>Expenditure: Salary/Benefits \$40,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>4.c.1. JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.</p> <p>Expenditure: Salary/Benefits \$40,000 Source: LCFF (Object Codes 1000-3000)</p>
<p>Goal 6: Communication and collaborative partnerships with <u>parents, community members and service providers</u> will be increased to support student achievement and personal growth.</p>	<p>Priority Areas: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p>Engage parents in a partnership with school and community agencies that supports student academic achievement and social/emotional well-being.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>6.a. The rate of parent involvement in District and school based activities will increase by 5% annually as evidenced by participation in committees, open houses, parent/teacher conferences, IEP's, and home-to school communication.</p> <ul style="list-style-type: none"> ● Prioritize key activities to enhance parent participation and attendance; such as but not limited to: parent/teacher conferences, in-take meetings, PTCs, EL parent advisory committee, Parent Staff Advisory Committee. ● Identify interest areas of the parents to provide trainings that enhance participation and collaborative support of students. ● Involve community partners and agencies to assist in disseminating information to parents and provide needed community resources. ● Include information in parent newsletter and publish on line along with mailings. ● Provide opportunities for parent leaders in school based activities and committees. ● Increase translation services to provide more access to school events/functions. ● Provide childcare as needed to support more family participation in school events/functions. <p>6.b. JCCS will offer a series of parent seminars around how to support student</p>	<p>6.a. The rate of parent involvement in District and school based activities will increase by 10% as evidenced by participation in committees, open houses, parent/teacher conferences, IEP's, and home-to school communication.</p> <ul style="list-style-type: none"> ● Prioritize key activities to enhance parent participation and attendance; such as but not limited to: parent/teacher conferences, in-take meetings, PTCs, EL parent advisory committee, Parent Staff Advisory Committee. ● Identify interest areas of the parents to provide trainings that enhance participation and collaborative support of students. ● Involve community partners and agencies to assist in disseminating information to parents and provide needed community resources. ● Include information in parent newsletter and publish on line along with mailings. ● Provide opportunities for parent leaders in school based activities and committees. ● Increase translation services to provide more access to school events/functions. ● Provide childcare as needed to support more family participation in school events/functions. <p>6.b. JCCS will evaluate the 2014-15 seminars and refine the series accordingly.</p>	<p>6.a. The rate of parent involvement in District and school based activities will increase by 10% as evidenced by participation in committees, open houses, parent/teacher conferences, IEP's, and home-to school communication.</p> <ul style="list-style-type: none"> ● Prioritize key activities to enhance parent participation and attendance; such as but not limited to: parent/teacher conferences, in-take meetings, PTCs, EL parent advisory committee, Parent Staff Advisory Committee. ● Identify interest areas of the parents to provide trainings that enhance participation and collaborative support of students. ● Involve community partners and agencies to assist in disseminating information to parents and provide needed community resources. ● Include information in parent newsletter and publish on line along with mailings. ● Provide opportunities for parent leaders in school based activities and committees. ● Increase translation services to provide more access to school events/functions. ● Provide childcare as needed to support more family participation in school events/functions. <p>6.b. JCCS will evaluate the 2015-16 seminars and refine the series accordingly.</p>

6-9-14

					achievement and social/emotional growth. Expenditure: Coordination with service partners \$2,000 Child Care \$1,000 Source: LCFF (Object Codes 1000-3000) Parent workshops \$5,000 Newsletter Printing/Mailings \$2,000 Source: LCFF (Object Code 4000) Translation services \$5,000 Source: LCFF (Object Code 5000)	Expenditure: Coordination with service partners \$2,000 Child Care \$1,000 Source: LCFF (Object Codes 1000-3000) Parent workshops \$4,000 Newsletter Printing/Mailings \$2,000 Source: LCFF (Object Code 4000) Translation services \$4,000 Source: LCFF (Object Code 5000)	Expenditure: Coordination with service partners \$2,000 Child Care \$1,000 Source: LCFF (Object Codes 1000-3000) Parent workshops \$4,000 Newsletter Printing/Mailings \$2,000 Source: LCFF (Object Code 4000) Translation services \$4,000 Source: LCFF (Object Code 5000)
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B. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All actions and services reported in Section 3A were specifically designed for ALL JCCS students, with specific focus given to addressing the needs of low income pupils, English learners, expelled youth, foster youth, and redesignated English learners. The following are increased and/or improved services above and beyond those described in 3A for unduplicated student groups delineated in this section.							
For English learners:							
Goal 1: All students will be engaged in a standards-aligned and relevant course of study.		Provide equitable access to rich and relevant instruction and engage staff in professional	LEA-wide	N/A	1.h.1. JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs.	1.h.1. JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs.	1.h.1. JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs.

6-9-14

<p>which includes access to A-G approved courses, Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.</p>		<p>learning to support the academic growth and language development of English learners in an instructional environment that values home cultures and primary languages as assets.</p>			<p>1.h.2. To ensure ELs have equitable access to appropriate instruction, JCCS staff will:</p> <ul style="list-style-type: none"> Analyze locally identified JCCS assessments to determine how they can most effectively be used for progress monitoring (i.e., Read 180, MAP, writing assessment). Create a protocol for implementation of progress monitoring tools, and incorporate into staff meetings regular discussions around individual student progress. Continue staff participation in Content Area Language and Literacy (CALL) training. Based upon an agreed upon approach, monitor instruction to ensure implementation of CALL lesson design and delivery. Begin to engage staff in professional learning specific to the English Language Development (ELD) Standards and the ELA/ELD Framework, to include Universal Design for Learning (UDL) and Culturally Responsive Pedagogy. <p>Expenditure: Data Analysis \$10,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>1.h.2. To ensure ELs have equitable access to appropriate instruction, JCCS staff will:</p> <ul style="list-style-type: none"> Utilize agreed upon progress monitoring tools (i.e., Read 180, MAP, writing assessment) to evaluate student progress and inform instruction. Utilize the progress monitoring protocol, and continue to incorporate into staff meetings regular discussions around individual student progress. Continue staff participation in Content Area Language and Literacy (CALL) training. Based upon an agreed upon approach, monitor instruction to ensure implementation of CALL lesson design and delivery. Continue to engage staff in professional learning specific to the English Language Development (ELD) Standards and the ELA/ELD Framework, to include Universal Design for Learning (UDL) and Culturally Responsive Pedagogy. <p>Expenditure: Data Analysis \$6,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>1.h.2. To ensure ELs have equitable access to appropriate instruction, JCCS staff will:</p> <ul style="list-style-type: none"> Analyze locally identified JCCS assessments to determine how they can most effectively be used for progress monitoring (i.e., Read 180, MAP, writing assessment). Utilize the progress monitoring protocol, and continue to incorporate into staff meetings regular discussions around individual student progress. Continue staff participation in Content Area Language and Literacy (CALL) training. Based upon an agreed upon approach, monitor instruction to ensure implementation of CALL lesson design and delivery. Continue to engage staff in professional learning specific to the English Language Development (ELD) Standards and the ELA/ELD Framework, to include Universal Design for Learning (UDL) and Culturally Responsive Pedagogy. <p>Expenditure: Data Analysis \$6,000 Source: LCFF (Object Codes 1000-3000)</p>
<p>For Reclassified English learners (RFEP):</p>							
<p>Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes access to A-G approved courses, Career Technical Education (CTE)</p>		<p>Provide equitable access to rich and relevant instruction and engage staff in professional learning to support the academic growth and language development of</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>1.h.3 JCCS staff will regularly review and identify students for reclassification eligibility and ensure that identified students are reclassified. RFEP students reclassified within two years will be closely monitored to ensure academic and language growth.</p>	<p>1.h.3 JCCS staff will regularly review and identify students for reclassification eligibility and ensure that identified students are reclassified. RFEP students reclassified within two years will be closely monitored to ensure academic and language growth.</p>	<p>1.h.3 JCCS staff will regularly review and identify students for reclassification eligibility and ensure that identified students are reclassified. RFEP students reclassified within two years will be closely monitored to ensure academic and language growth.</p>

6-9-14

<p>aligned courses, and expanded post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.</p>		<p>English learners in an instructional environment that values home cultures and primary languages as assets.</p>			<p>Expenditure: Data Analysis \$1,000 Source: LCFF Supplemental & Concentration Grant (Object Codes 1000-3000)</p>	<p>Expenditure: Data Analysis \$1,000 Source: LCFF Supplemental & Concentration Grant (Object Codes 1000-3000)</p>	<p>Expenditure: Data Analysis \$1,000 Source: LCFF Supplemental & Concentration Grant (Object Codes 1000-3000)</p>
<p>For low income pupils:</p>							
<p>Goal 2: Educational professionals will be highly qualified and well prepared and supported to provide: (a) appropriately differentiated instruction based on identified learning and language needs, and (b) appropriate and effective use of technology to support instruction.</p>		<p>Provide professional learning opportunities based on, aligned with and in direct support of research driven practices. Brain function is negatively impacted by stress. Low income and at-risk students are routinely confronted with increased levels of stress, which inhibits their ability to process and learn. Schools can promote healthier brain function by increasing protective factors.</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>2.b.3. Staff will deepen their understanding of brain-based science research in order to (a) improve academic performance for students, (b) enhance the educational climate, and (c) positively impact academic achievement. Expenditure/Source: See Section 2A - 2.b</p>	<p>2.b.3. Staff will deepen their understanding of brain-based science research in order to (a) improve academic performance for students, (b) enhance the educational climate, and (c) positively impact academic achievement. Expenditure/Source: See Section 2A - 2.b</p>	<p>2.b.3. Staff will deepen their understanding of brain-based science research in order to (a) improve academic performance for students, (b) enhance the educational climate, and (c) positively impact academic achievement. Expenditure/Source: See Section 2A - 2.b</p>
<p>For foster youth:</p>							
<p>Goal 5: Foster youth will be provided a strong academic environment, consistent delivery of support services and appropriate social/emotional support.</p>	<p>Priority Areas: 7, 10</p>	<p>Provide coordinated services to minimize disruption in school placement and facilitate efficient transfer of records for foster youth</p>	<p>LEA-wide</p>	<p>N/A</p>	<p>5.a.1. TYS Director will begin collaborative discussions around the development of a common procedure with the school districts in the county. The TYS Director will draft a protocol for the quick transfer of records and services for foster youth based on the discussions with the school districts in the county. 5.a.2. The TYS Director, or designee, will meet with schools' AP's and counselors once per semester and provide an overview of the AB 216 requirements. Expenditure/Source: Title 1D and grants</p>	<p>5.a.1. By June 30, 2016, the SBCEO TYS Director will work with districts and community agencies to finalize a procedure for transfer of records and provision of services for foster youth. 5.a.2. The TYS Director, or designee, will meet with school administrators and counselors to provide an overview of the AB 216 requirements.</p>	<p>5.a.1. By June 30, 2016, the SBCEO TYS Director will work with districts to implement the procedure for transfer of records and provision of services for foster youth. 5.a.2. The TYS Director, or designee, will meet with school administrators and counselors to provide an overview of the AB 216 requirements. Expenditure/Source: Title 1D and grants</p>

6-9-14

						Expenditure/Source: Title 1D and grants	
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6-9-14

C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Increased or improved services:

Current revenues place Santa Barbara County Education Office at the State funding target for LCFF, indicating “hold harmless” status for SBCEO LCFF funding. Although SBCEO will not receive an increase in funds based on the number or concentration of unduplicated students, the BASC calculator and a locally developed worksheet were used to determine **\$470,817 as the dollar amount attributable to unduplicated pupils**, as delineated in Step 5 of the regulations [CCR 15496(a)]. The LCFF calculation, proportionality percentage, and base funding generated by unduplicated students are reflected in Attachment A.

The approved 2014-15 JCCS budget reflects funding allocations necessary to run a base program for JCCS students. The cost of the base JCCS program for 2014-15 will be \$2,448,957, as reflected in the allocations delineated below:

- Salaries of certificated staff, including the Director and sufficient teachers to ensure 20:1 ratio in Court Schools and 25:1 in Community Schools: \$1,032,899
- Salaries of classified staff, to include Administrative and Site Secretaries and Teaching Assistants: \$328,312
- H/W benefits for certificated and certificated staff: \$407,279
- Textbooks, instructional materials, technology, and supplies: \$36,687
- Facility leases, security systems, equipment leases, software, licenses, and contracts for services: \$425,084
- Indirect Costs: \$218,696

As described in Section 1 of the JCCS LCAP, ninety-three percent (93%) of SBCEO JCCS students are identified as unduplicated (i.e., low income, English learners, and foster youth), with Court Schools at 100%, and Community Schools at 87.93%. The JCCS LCAP describes actions and services in Sections 3A and 3B that have been specifically designed to enhance the base program for unduplicated students.

SUPPLEMENTAL & CONCENTRATION GRANT funds will be used in 2014-15 to support the following:

\$ 99,000	Professional Development or release time targeted to the language and learning needs of students, including English Learners
\$ 148,786	Read 180
\$ 82,000	Data and tech support
\$ 4,000	CCSS materials alignment
\$ 6,000	Licenses/Fees
\$ 65,425	Positive Behavior programs
\$ 15,000	School climate and safety support
\$ 15,000	Parent engagement, outreach and support
<u>\$ 40,000</u>	Child welfare & attendance support
\$ 475,211	INCREASED AND/OR IMPROVED SERVICES PROVIDED THROUGH SUPPLEMENTAL & CONCENTRATION FUNDS

LEA-WIDE AND SCHOOLWIDE USE OF FUNDS:

6-9-14

As previously stated, 93% of the JCCS students are identified as unduplicated. All students enrolled in the JCCS programs, including unduplicated students and those with IEPs, are students who are at risk of failing, perform below grade level and have poor attendance records. With the exception of a limited number of services specifically designated to Court or Community Schools, all services in Section 3A and 3B will be provided districtwide or schoolwide, pursuant to 5 CCR 15496 (b). An example of an action or service that is NOT designated LEA-wide is in Section 3A, Item 3.b.1, which is specific to Community Schools, because attendance and chronic absenteeism are not issues associated with residential schools. Through LEA-wide and school-wide use of LCFF resources, JCCS will implement research-based instructional practices, improve educational outcomes, narrow achievement gaps, and provide targeted support for low-income students, English Learners, foster youth, expelled students redesignated fluent English proficient students, and students with special needs. As identified in Sections 3A and 3B, Supplemental & Concentration funds are highly leveraged to target the 10 state priority areas and the 6 JCCS goals.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils

SBCEO has calculated the proportional increase in funding for unduplicated students to be **4.27%** in the 2014-2015 LCAP year. Attachment A describes the LCFF calculation, proportionality percentage, and base funding generated by unduplicated students. Increased and improved services for 2014-15 are delineated below.

Taken together, the **quantitative** services described in Section 3C and **qualitative** improvements for unduplicated pupils listed below are significantly above the minimum threshold required to document improved and/or increased services for unduplicated students.

Qualitative increases and/or improvements in services for unduplicated pupils during the 2014-15 school year include:

All students:

- developing system capacity to implement new standards and instructional practices that support them
- improving data management and staff capacity specific to formative assessment data
- using effective, research-based systematic lesson design models for the daily delivery of ELA and Math curriculum that includes access-to-core support for all students
- improving school climate through the consistent use of positive discipline and restorative justice practices that focus on responsibility and meaningful accountability
- increasing and improving school to home communication and parent/family participation through open houses, parent conferences, trainings, and newsletters
- enhancing opportunities for parent engagement throughout the JCCS programs

English learners:

- incorporating *Universal Design for Learning* principles and guidelines to ensure effective teaching practices and the intentional differentiation of instruction
- incorporating culturally responsive instruction by building on background knowledge and experiences to promote the development of academic English, positive self-image in students, and respect for different cultures and languages

6-9-14

- providing a professional culture of learning for all teachers and administrators in how to create high challenge/high support learning environments for students
- improving formative assessment practices to accurately identify language and learning needs
- providing access to instructional materials and interventions, as appropriate (e.g., READ 180, System 44, etc.)
- improving identification of reclassification eligibility and improving monitoring and support of reclassified students

Low-income students:

- studying and understanding brain-based science to improve academic performance and enhance educational climate
- providing access to consistently delivered instruction and practices designed to provide continuity and academic support
- evaluating and supporting behavioral and social-emotional needs
- providing transitional support services for students returning to home districts or to other JCCS programs
- providing career awareness opportunities to increase interest and access to successful post secondary opportunities

Foster Youth:

- providing for more timely release of education related information between JCCS and home districts
- providing a safety net through strong collaboration with community agencies and districts
- improving opportunities for students to engage in school activities and programs that create a stable foundation

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

1-03-14 [California Department of Education]