

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Santa Barbara County Office of Education Contact: Kathy Hollis, Assistant Supt, Educational Services, 805-455-8107 / 805-964-4711 LCAP Year: 2015-18

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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

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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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)

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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process

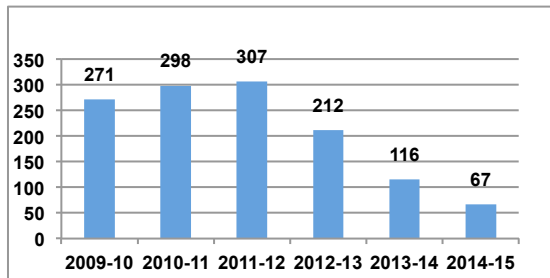
Introduction to JCCS:

The Santa Barbara County Education Office (SBCEO) operates Juvenile Court and Community Schools (JCCS) to serve school-aged youth who are either wards of the court or have been referred by social services, probation, or one of three districts in Santa Barbara County that have an operating agreement with SBCEO. The three districts typically refer students due to expulsion, behavior, or chronic absenteeism.

During the 2014-15 school year, JCCS operated four schools. The two court schools were Dos Puertas High School, located in the Santa Maria Juvenile Hall, and Los Robles High School, located on the campus of the Los Prietos Boys Camp. The two community schools were Peter B. Fitzgerald, located in Santa Maria, and El Puente, located in Lompoc.

During 2014-15, JCCS enrolled 93% unduplicated students (i.e., ELs, low income and/or foster youth): 100% in court schools, and 81% in community schools. The 2014 CBEDS enrollment included 149 students, 82 in court schools and 67 in community schools. CBEDS enrollment reflected the following demographics:

- Ethnic distribution: 81% Hispanic or Latino, 11% White, 4% Black or African American
- English Learners: 48% (95% Spanish speakers, 4% Mixteco speakers)
- Redesignated Fluent English Proficient (RFEP): 7% (10 students total)
- Students with Disabilities: 9% (14 students had IEPs or 504 plans)
- Foster youth: 1 student



Community School Enrollment

The chart to the left displays the steadily declining student enrollment in our community schools. Due to this trend, a decision was made this year in collaboration with district partners to transition community school students back to district programs. On July 1, 2015, El Puente students will transition to Lompoc Unified School District, and on July 1, 2016, Fitzgerald students will transition to Santa Maria Joint Union High School District and Santa-Maria-Bonita School District. Much

effort has been taken this year to ensure effective transitions for students returning to Lompoc Unified School District, including communication with parents and the effective transfer of services and/or records related to regular education, special education, counseling and probation.

Stakeholder Involvement:

As a part of the Local Control Accountability Plan (LCAP) process, the JCCS LCAP committee collected input from stakeholders throughout the 2014-15 school year. The LCAP committee met regularly, beginning in August 2014, to analyze data, plan stakeholder input sessions, and develop the draft 2015-16 LCAP for stakeholder review.

Impact on LCAP

Stakeholder input is consistent with input received when preparing for the 2014-15 LCAP. Parents, students, teachers, community members, and professional partners continue to be interested in focusing goals, actions and fiscal resources on the following categories:

- Assisting students in getting back on track to graduate from high school.
- Improving transitional support services for students returning to home districts or to other JCCS programs.
- Improving assessment practices to accurately identify learning and emotional needs, and providing necessary supports to assist with mental health and issues of addiction.
- Improving the culture of learning for teachers to incorporate standards-based instructional practices.
- Improving school climate through the consistent use of positive practices that focus on responsibility and accountability.
- Improving school-to-home communication.
- Improving career awareness and job skills.

Important outcomes from the Probation Summits include:

- Collaborative discussion among JCCS and Probation staff specific to the range of disciplinary actions in place in the court schools and analysis of procedures to ensure continuation of the educational program and social interaction of youth confined to their cells.
- Collaborative focus among JCCS, Probation, Department of Mental Health, and SBCEO Special Education specific to identification of mental health services.
- Ideas around student incentive programs.

The LCAP committee determined that the overarching goals written in 2014-15 remain relevant and well-suited to the Juvenile Court and Community Schools and to the unduplicated student population.

The six LCAP goals include:

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 Career Technical Education (CTE) aligned courses, and expanded post-secondary college and career opportunities.

Also beginning in August 2014, the JCCS Director met monthly with the JCCS Leadership committee, comprised of site and district staff, to discuss LCAP implementation and discuss implications for the 2015-16 school year. Input from Leadership committee meetings was regularly communicated to the LCAP committee.

Two parent advisory groups met four times each during the 2014-15 school year. Parent School Advisory Committee (PSAC) and District English Learner Advisory Committee (D/ELAC) meetings were effectively used to engage parents in the process of data review and LCAP planning. Dates for advisory committee meetings were communicated by mail, phone calls, and personal contact. Great effort was taken to schedule parent meetings at times conducive to parent work schedules and childcare availability, and meetings were held at community school sites for easy accessibility. Students were included in PSAC committee meetings, adding additional perspective to the process.

Many meetings were held with Santa Barbara County Probation, including two Probation Summit meetings (2/23/15 and 4/29/15), in which important LCAP-specific items were reviewed and discussed. Individuals present at the Probation Summit meetings included:

From Probation: Chief Probation Officer, both Deputy Chief Probation Officers, Manager for Probation Institutions, Probation Manager, Los Prietos Boys Camp Director

From SBCEO: County Superintendent of Schools, Deputy Superintendent, Assistant Superintendent for Special Education Services, Assistant Superintendent for Educational Services, Director of JCCS/Child Welfare and Attendance

Efforts were taken to ensure that stakeholder meetings were focused and targeted, as our objective was to garner meaningful input. The LCAP team highlighted significant data in order to surface important ideas. Listed below are stakeholder meetings in which the 2014-15 annual update was discussed (noted with an asterisk) and/or the 2015-16 LCAP draft was discussed and input was generated.

- Parent Student Advisory Committee (PSAC): 10/29/14*, 1/29/15*, 3/26/15, 5/21/15
- English Learner Parent Advisory Committee (ELPAC) (including English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) members): 10/28/14*, 1/28/15, 3/25/15, 5/20/15
- JCCS Leadership/Advisory Committee monthly meetings: 8/14/14*, 9/25/14*, 10/23/14*, 11/20/14*, 1/15/15*, 2/19/15*, 4/23/15*, 5/21/15*
- Feeder district meetings to discuss transition: Santa Maria Joint Union High School District: 7/23/14, 7/29/14, 2/4/15*, 2/12/15*; Lompoc Unified School District: 12/4/14*, 4/9/15; Santa Maria-Bonita School District: 7/24/14
- Classified Association meeting: 4/22/15*, 5/19/15
- Certificated Association meeting: 4/21/15*, 5/20/15
- Probation and community agency meetings: 10/30/14*, 2/23/15*, 4/6/15*, 4/29/15*
- Consultation with the SBCEO Homeless/TYS Program Manager: 9/8/14, 11/17/14, 1/21/15, 4/13/15*, 4/16/15*, 4/19/15*
- Santa Barbara County Education Office Board Update: 5/14/15
- Santa Barbara County Education Office Public Hearing: 6/4/15
- Santa Barbara County Education Office Board Approval: 6/11/15

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 parents, community members, and service providers will be increased to support student achievement and personal growth.

Measurable outcomes were established fairly easily; however, we had difficulty pinpointing metrics appropriate for the JCCS setting due to such challenges as high mobility rates, short term placements, etc. A number of metrics were analyzed and discussed, and it was ultimately determined that the following are either not applicable to our Juvenile Court and Community School system or require alternative measures:

- **Advanced Placement Exams:** Coursework and exams are not offered through JCCS, rather by the district of residence.
- **Early Assessment Program:** SBCEO currently administers the EAP exam only upon request. Upon identification and approval of achievement level cut scores, the Smarter Balanced Assessment will replace the current EAP beginning in 2015-16. All Grade 11 JCCS students will take the Smarter Balanced Assessment and have the opportunity to demonstrate college readiness through the new system.
- **Middle school dropout rates:** only one class of middle school students remains in the JCCS system. Students in this class are sent to JCCS only after being expelled by their district, and this happens at various points throughout the school year. Middle school students are typically with us for the remainder of the semester or the remainder of the school year.
- **High school dropout rates:** SBCEO Juvenile Court and Community Schools do not generate a dropout rate based on the prescribed 4-year cohort method since students seldom remain enrolled more than 1 year.
- **High school graduation rates:** Since students are seldom enrolled a full school year, SBCEO will need to use an alternative measure in lieu of the traditional graduation rate. A students' ability to graduate with JCCS is based solely upon their term of commitment. Since JCCS students consistently enter severely credit deficient, the alternative measure of returning students on track to graduate is highly representative of our program's mission. An effective alternative measure for JCCS will be a combination of returning

- LCAP committee meetings: 8/21/14, 9/17/14, 10/6/14, 10/22/15, 11/5/15, 11/24/14, 12/2/14, 12/3/14, 12/15/14, 12/17/14, 12/18/14, 1/5/15, 1/8/15, 1/29/15, 2/17/15, 2/20/15, 2/27/15, 3/4/15, 3/9/15, 3/18/15, 3/23/15, 3/26/15, 4/8/15, 4/13/15, 4/14/15, 4/15/15, 4/16/15, 4/17/15, 4/21/15, 4/23/15, 4/27/15, 5/4/15, 5/7/15, 5/12/15

A variety of survey results were analyzed and reviewed with stakeholders in the development of the LCAP, including:

- Student surveys
- Parent surveys
- California Healthy Kids Survey

Survey results reflected that a majority of students are interested in incentives, new reading materials, having background music in class, and better pencils. Many student comments were extremely poignant, such as this, “The kids who have been attending school all week and working hard need to feel like our progress actually means something and is being noticed. Considering the fact that we are incarcerated, we honestly don’t have much motivation to get up and go to school. It would be very motivating to know there was something for us to look forward to, like a strong incentive.” JCCS and probation staff took student comments such as this seriously, and they helped inform the development of the LCAP.

Parent survey results indicated interest in such important areas as improved communication from the school, more information on student progress, and more job training skills and career exploration. Parent comments were carefully considered in the development of the LCAP.

Great attention was also paid to reviewing other SBCEO JCCS plans during the development of this LCAP in order to create coherence and alignment between the plans. Some of our plans have become isolated and fragmented, and we’re trying to meaningfully align them as a part of this process. JCCS plans reviewed and considered during the development of this LCAP include:

- Single Plan for Student Achievement
- Local Education Accountability Plan
- Title III Plan
- Common Core Implementation Plan
- School Safety Plan
- Technology Plan
- Countywide Plan for Expelled Youth

students to their districts on track to graduate, and the pass rate for the high school exit exam (currently CAHSEE).

- **Expulsion rates:** JCCS does not expel students.

Stakeholder input was highly valued and strongly considered throughout the development of the 2015-16 LCAP, as is evidenced by the actions and services identified in the plan. The process of engaging stakeholders in the development of the LCAP was extremely beneficial in terms of enhancing program awareness, creating shared vision, and establishing improved systems of communication.

Annual Update:

Data from 2014-15 (and in many cases 2013-14) were generated through Aeries, CALPADS, NWEA MAP, Read 180, Data Quest, and the California Healthy Kids Survey, and were reviewed and analyzed by the LCAP team, JCCS Leadership Team, parent advisory committees, and by stakeholders at a number of meetings delineated in the Stakeholder Involvement section above. Meetings in which the 2014-15 LCAP was reviewed and data were analyzed are noted with an asterisk in the Stakeholder Involvement section above.

The LCAP committee quickly realized that student mobility creates an ongoing challenge in effectively evaluating programs and services. The majority of JCCS students are with us a short duration of time, rendering meaningful, long-term, comparative achievement difficult to analyze. Most students in JCCS, especially in the court school environment, were enrolled less than 90 days, and students in Los Robles High School have typically served commitments of 90-120 days. Through the annual update process, deep discussions were held about how to best improve outcomes for students, and which specific metrics and measurable objectives are most important in monitoring progress and informing practice. The LCAP committee spent time discussing the calibration of 2015-16 queries in order to target the exact data needed to accurately measure outcomes.

Meaningful conversations continually surfaced throughout the process of evaluating the 2014-15 LCAP. With declining enrollment and community school closures, JCCS is in a period of significant transition. We analyzed many important areas of our work this year, including student achievement, the social and emotional needs of our students, professional development as it relates to common core and ELD standards, our changing statewide accountability system, and unique opportunities offered through current technologies. We also carefully considered how to move forward as our JCCS structure continues to change. Many ideas from these conversations materialized into actions and services in the 2015-16 LCAP, while still other ideas are continuing to develop.

Annual Update:

A great deal of discussion occurred regarding how to bring CTE courses into the JCCS program. We learned of the Odysseyware program during the 2014-15 school year, and stakeholders are eager to pilot the program in the fall, add CTE courses in 2015-16, and continue to build CTE course offerings in 2016-17 and beyond. Additionally, discussions were held concerning including JCCS in a CTE Incentive Grant application. SBCEO and JCCS administrators agreed to be diligent in applying for this competitive funding as soon as details are known about the grant.

Stakeholder input regarding the evaluation of the 2014-15 LCAP resulted in the refinement of measurable objectives for 2015-16 and shared vision around long-term actions and services. With the closing of community schools, we found it difficult to write plans for the next three school years. Layoffs and displacements have been challenging, and it will not be known until May of each year if JCCS staff will be displaced, and whether staff from other SBCEO programs will bump into JCCS positions. Our JCCS system has undergone significant change in the last few years.

The LCAP Committee has spent a great deal of time discussing how to structure data assessment requirements associated with the measurable objectives, including queries, timelines, and responsible parties. Several processes for data collection were not firmly in place during the 2014-15 school year.

In reviewing budget expenditures for 2014-15, it was discovered that several expenditures were not included that needed to be in order to accomplish the actions/services. Additionally, pinpointing specific funding sources from which each action/service would be paid was a difficulty. When creating the 2015-16 LCAP, attention was definitely paid to applying what we learned through the review process.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d)

and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 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) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 1.a Individualized Learning Plans (ILPs) will be developed and utilized for 100% of JCCS students, and course completion will be tracked for 100% of credits completed.
- 1.b.1 100% of JCCS staff will make instructional shifts toward implementation of CCSS and ELD standards, as measured by JCCS staff attendance at CCSS-aligned professional development trainings, lesson plan review, and use of a collaboratively developed walkthrough observation tool. For students with IEPs, approximately 80% of goals will be written in the areas of ELA and Math aligned to CCSS, the other 20% to address concerns related to the disability.
- 1.b.2 100% of JCCS staff will create individualized professional development goals by October 2015.
- 1.b.3 During the 2015-16 school year, a classroom walkthrough tool will be finalized and utilized.
- 1.c.1 By October 2015, the CCSS Implementation Plan will be updated, and by May 2016 implementation will be evaluated.
- 1.c.2 100% of JCCS students will have sufficient access to the standards aligned instructional materials, as evidenced by the Williams Report.
- 1.d.1 JCCS will identify CTE courses appropriate to the court and community school setting, and CTE courses will be provided to JCCS students, as measured by the CTE course completion rate.
- 1.d.2 JCCS students will have exposure to career and job skills programs through post-secondary career interest surveys, mini-seminars and guest speakers provided through the coordinated efforts of JCCS, special education vocational services and community partners.
- 1.d.3 100% of students with disabilities 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.
- 1.e 100% of required state assessments will be administered, analyzed and reported, according to the following:
 - API – JCCS will comply with all new regulations as approved by the SBE.
 - CAHSEE: For JCCS 10 graders, if CAHSEE remains the required exam, JCCS will increase the three-year average math and ELA pass rates by 1% from the current baseline of Math: 51% and ELA: 58%.
 - Smarter Balanced Assessments: JCCS will adhere to SBE/CDE requirements and work to utilize Smarter Balanced Assessment results in an effective manner to inform instruction and support student achievement.
- 1.f 100% of local assessments will be reviewed for relevance and/or alignment with state standards, and administered to JCCS students to monitor progress and inform instruction.
- 1.g 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications, as measured by IEP goal progress, Smarter Balanced assessment results and Read 180.
- 1.h.1 63% of English Learners who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level on the CELDT.
- 1.h.2 100% of JCCS staff will engage in research-affirmed professional learning specific to English Learners, as outlined in the JCCS Professional Development Plan.
- 1.h.3 100% of eligible English Learners will be reclassified. (Note: it is common for eligible English Learners to enter JCCS without having been reclassified by their home districts.) 100% of students who are English Learners and are being assessed for special education eligibility will be evaluated to determine the student's primary language.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>1.a.1 JCCS students routinely enter the program credit deficient, requiring significant credit recovery in order to get back on course with graduation requirements. JCCS teachers and Teacher Assistants will utilize the ILP protocol to ensure access to and completion of courses needed for graduation. Transcripts will be utilized to create the site master schedule to ensure access to needed courses for all students.</p> <p>In 2015-16, Anywhere Learning System (A+) will continue to be used for credit recovery, and an improved system will be developed to track courses taken and credits earned by students matriculating in and out of JCCS. At the current time, courses are tracked at the individual student level, but not at a school or district level.</p> <p>In 2015-16, alternative credit recovery programs will be reviewed for possible implementation.</p> <p>1.a.2 To provide greater access to direct instruction course offerings, an additional teacher (beyond what is required to provide core instruction) will be funded at Los Robles High School.</p> <p>1.a.3 To provide greater access to credit recovery coursework, a Homework Club will continue to be offered at Los Robles High School two days per week.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: Teacher Assistant salaries and benefits: \$13,468 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+: \$5,000 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Additional teacher: \$133,622 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p>

<p>Align and continually update JCCS courses to new standards and implement necessary instructional shifts.</p> <p>1.b.1 JCCS teachers and Teacher Assistants will continue to study CCSS ELA & Math and ELD Standards by consistently attending SBCEO training and engaging in JCCS-based study around lesson planning, assessment and analysis of student learning. SBCEO offerings will continue to be the basis of our JCCS Professional Development Plan, as it is exceptional and carefully designed to align with CCSS and ELD standards. Teachers, supported by Teaching Assistants, will continue to incorporate the new standards into instruction and support students in small group and one-to-one instructional settings.</p> <p>1.b.2 All JCCS staff members will create individual professional development goals to align with the JCCS Professional Development Plan as part of a collaborative effort to continue transitioning to new standards to improve student outcomes.</p> <p>1.b.3 The classroom walkthrough tool will be updated to reflect continuing standards-aligned enhancements to the instructional program, to be used by the JCCS Director during classroom observations. As appropriate and collaboratively agreed-upon, the observation tool will be utilized for peer visitations and lesson study.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners (1.b.1)</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure: Teacher Assistant salaries and benefits: \$100,604 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Development: \$6,000 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure: Subs for teachers & TAs: \$2,340 Source: LCFF Supplemental & Concentration Object Code: (1140/2140)</p> <p>Expenditure: Mileage: \$300 Source: LCFF Supplemental & Concentration Object Code: (5200)</p>
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<p>Create CCSS implementation plan, utilize an approved process for evaluating instructional materials for CCSS alignment, and monitor to ensure instructional shifts are occurring.</p> <p>1.c.1 A JCCS Common Core Implementation Plan will be updated by October 2015 and 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 have sufficient access to standards-aligned instructional materials, as evidenced by the Williams report.</p> <p>1.c.3 JCCS staff will finalize the classroom walkthrough observations tool by fall 2015 for the purpose of observing and calibrating instructional practice and student engagement practices. The observation tool will be used by the JCCS Director during classroom walkthroughs. It will also be available for use with peer observations.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure Odysseyware (core specific) \$8,750 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p>
<p>Ensure student access to CTE courses, and strengthen post-secondary educational and career opportunities.</p> <p>1.d.1 Staff will continue to evaluate CTE options for JCCS students and incorporate courses as appropriate.</p> <p>Administrators and staff were trained in Odyessyware in 2014-15, and the program will be piloted in the fall of 2015. The system contains over 60 courses in 8 different industry sectors, and staff will evaluate which CTE courses will work within the scope of our JCCS program. During 2015-16, we will work closely with the SBCEO ROP Director when evaluating CTE courses.</p> <p>1.d.2 The JCCS Student Data Advisor will work with staff to strengthen the career and job skills component of existing court and community school programs.</p> <p>Career and job skills awareness opportunities will be provided through mini seminars, guest speakers and a career fair coordinated through JCCS, special education vocational services and community partners.</p> <p>JCCS staff will utilize an assessment tool to identify career interests for every student upon intake.</p> <p>1.d.3 JCCS IEP teams will continue to improve the quality of students' ITPs by:</p> <ul style="list-style-type: none"> Continuing to explore career interest assessment tools that are current and reflective of individual learning styles; 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify): <u>Students with Disabilities (1.d.4)</u></p>	<p>Expenditure Odysseyware (CTE specific) \$8,750 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: Student Data Advisor salary and benefits: \$61,478 Source: LCFF Supplemental & Concentration Object code: 2000s/3000s (remainder funded through Title I-D)</p> <p>Expenditure: Mileage to Career Fair planning meetings: \$260 Source: LCFF Supplemental & Concentration Object code: 5200</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>Ensure appropriate administration of state academic achievement assessments and effective utilization of assessment results for formative and summative purposes.</p> <p>1.e.1 API: upon SBE/CDE guidance, JCCS will fully comply with all regulations associated with API.</p> <p>1.e.2 CAHSEE: as long as the CAHSEE exam is in place, 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>The teacher-guided, peer-supported process of reviewing high frequency CAHSEE test questions will continue to be implemented and enhanced during the 2015-16 school year. The strategy was designed to reduce anxiety and allow students to receive focused learning from teachers and peers.</p> <p>1.e.3 Smarter Balanced Assessments: JCCS staff will work with SBCEO Instructional Technology support technicians to administer Smarter Balanced Assessments according to state guidelines. JCCS staff will utilize study sessions and collaborative lesson planning opportunities to effectively utilize Smarter Balanced Assessments to inform instruction.</p>	LEA-wide	<p>X ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure Instructional Technology support: \$30,000 Source: LCFF Supplemental & Concentration Object Code: 5700</p> <p>Expenditure JCCS testing coordinator: \$32,495 Source: LCFF Supplemental & Concentration Object Code: 5850</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>1.f.1 Systematically review Smarter Balanced Interim Assessments as a staff to identify and calibrate their use as a local tool to guide instruction and measure student progress.</p> <p>1.f.2 Update the JCCS writing assessment and create a rubric for scoring that aligns with the ELA CCSS.</p> <p>1.f.3 By fall 2015, JCCS administrators will complete an analysis of the updated NWEA system to determine its continued viability as a local measure.</p> <p>1.f.4 The JCCS Director and JCCS testing coordinator will provide ongoing training and support related to the use of the district-approved assessments to place students, monitor progress, and inform instruction.</p>	LEA-wide	<p>X ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: NWEA License and Hosting \$3,750 Source: Title I-D Object Code: 5800</p>

<p>Create a collaborative co-teaching model that supports student learning through well designed and delivered differentiated instruction, accommodations and modifications.</p> <p>1.g JCCS will continue to improve outcomes for students with disabilities through the following actions:</p> <ul style="list-style-type: none"> • Continue to support staff in implementing the collaborative, co-teaching model. • Implement System 44 and other 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. 	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify): <u>Students with Disabilities</u></p>	<p>Expenditures/Sources: IDEA and AB 602</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 English learners in an instructional environment that values home cultures and primary languages as assets.</p> <p>1.h.1 JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs. In 2015-16, two new staff members will be identified and trained to support staff in administering the CELDT assessment and review CELDT reports. This will be necessary due to layoffs and displacements during the 2014-15 school year.</p> <p>1.h.2 English Learners will receive Read 180, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. ELs who are not yet ready to enter Read 180 will be enrolled in System 44. Teachers will provide, and Teaching Assistants will support, explicit instruction in phonics, comprehension, vocabulary and writing.</p> <p>1.h.3 JCCS staff will continue to engage staff in professional learning specific to the English Learners, including the ELA/ELD Framework and RTI for English Learners.</p> <p>1.h.4 JCCS staff will regularly review and identify students for reclassification eligibility and ensure that 100% of identified students are reclassified. RFEP students reclassified within two years will be closely monitored to ensure academic and language growth.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners (1.h.1-3)</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient (1.h.4)</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure STOT training for CELDT coordinators: \$570 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Mileage - CELDT coordinators: \$435 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Read 180/System 44 (Licenses, hosting, maintenance, books): \$5,250 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p> <p>Expenditure Teaching Assistants: \$7,143 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 1.a Individualized Learning Plans (ILPs) will be developed and utilized for 100% of JCCS students, and course completion will be tracked for 100% of credits completed.
- 1.b.1 100% of JCCS staff will make instructional shifts toward implementation of CCSS and ELD standards, as measured by JCCS staff attendance at CCSS-aligned professional development trainings, lesson plan review, and use of a collaboratively developed walkthrough observation tool.
- 1.b.2 100% of JCCS staff will create individualized professional development goals by September 2016.
- 1.b.3 During the 2016-17 school year, a classroom walkthrough tool will be updated and consistently utilized.
- 1.c.1 By October 2016, the CCSS Implementation Plan will be updated, and by May 2017 implementation will be evaluated.
- 1.c.2 100% of JCCS students will have sufficient access to the standards aligned instructional materials, as evidenced by the Williams Report.
- 1.d.1 JCCS will continue to add CTE courses appropriate to the court and community school setting, and the CTE course completion rate will continue to show growth from the base rate established in 2015-16.
- 1.d.2 During the 2016-17 school year, JCCS students will have exposure to career and job skills programs through post-secondary career interest surveys, mini-seminars and guest speakers provided through the coordinated efforts of JCCS, special education vocational services and community partners.
- 1.d.3 100% of students with disabilities 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.
- 1.e 100% of required state assessments will be administered, analyzed and reported, according to the following:
 - API – JCCS will comply with all new regulations as approved by the SBE.
 - CAHSEE: For JCCS 10 graders, if CAHSEE remains the required exam, JCCS will increase the three-year average math and ELA pass rates by 2% from the original 2014-15 baseline.
 - Smarter Balanced Assessments: JCCS will adhere to SBE/CDE requirements and continue to work toward the effective utilization of Smarter Balanced Assessment results to inform instruction and support student achievement.
- 1.f All local assessments will continue to be reviewed for relevance and/or alignment with state standards, and local assessments will continue to be administered to JCCS students as a means of monitoring progress and informing instruction.
- 1.g 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications, as measured by IEP goal progress, Smarter Balanced assessment results and Read 180.
- 1.h.1 64% of English Learners who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level on the CELDT.
- 1.h.2 100% of JCCS staff will engage in research-affirmed professional learning specific to English Learners, as outlined in the JCCS Professional Development Plan.
- 1.h.3 100% of eligible English Learners will be reclassified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>1.a.1 JCCS teachers and Teacher Assistants will continue to refine and utilize the ILP protocol to ensure access to and completion of courses needed for graduation.</p> <p>JCCS staff will continue to review ILPs and transcripts and develop a master schedule that reflects student needs.</p> <p>If applicable, in 2016-17 Anywhere Learning System (A+) will continue to be used for credit recovery, and courses taken and credits earned by students matriculating in and out of JCCS will be tracked at both school and district levels.</p> <p>1.a.2 To provide greater access to direct instruction course offerings, SBCEO will consider funding an additional teacher at Los Robles High School.</p> <p>1.a.3 To provide greater access to credit recovery coursework, a Homework Club will continue to be provided at Los Robles High School two days per week.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure: Teacher Assistant salaries and benefits: \$9,500 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+ (or other system): \$5,500 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Additional teacher: \$134,500 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p>

<p>Align and continually update JCCS courses to new standards and implement necessary instructional shifts.</p> <p>1.b.1 SBCEO professional development offerings will continue to be the basis of our Common Core Implementation Plan. JCCS teachers and Teacher Assistants will continue to study CCSS ELA & Math and ELD Standards by attending SBCEO training and engaging in JCCS-based study around lesson planning, assessment and analysis of student learning. Teachers and Teaching Assistants will continue to incorporate the new standards into instruction and support students in small group and one-to-one instructional settings.</p> <p>1.b.2 All JCCS staff members will continue to create individual professional development goals to align with the JCCS Professional Development Plan as part of a collaborative effort to continue transitioning to new standards to improve student outcomes.</p> <p>1.b.3 The classroom walkthrough tool will continue to be updated to reflect continuing standards-aligned enhancements to the instructional program, to be used by the JCCS Director during classroom observations. As appropriate and collaboratively agreed-upon, the observation tool will be utilized for peer visitations and lesson study.</p>	LEA-wide	<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils X English Learners (1.b.1)</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: Teacher Assistant salaries and benefits: \$75,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Development: \$6,000 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure: Subs for teachers & TAs: \$2,000 Source: LCFF Supplemental & Concentration Object Code: (1140/2140)</p> <p>Expenditure: Mileage: \$250 Source: LCFF Supplemental & Concentration Object Code: (5200)</p>
<p>Create CCSS implementation plan, utilize an approved process for evaluating instructional materials for CCSS alignment, and monitor to ensure instructional shifts are occurring.</p> <p>1.c.1 A JCCS Common Core Implementation Plan will be updated by October 2016 and additional 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 have sufficient access to standards-aligned instructional materials, as evidenced by the Williams report.</p> <p>1.c.3 JCCS staff will update the classroom walkthrough observations tool by fall 2016 for the purpose of observing and calibrating instructional practice and student engagement practices. The observation tool will be used by the JCCS Director during classroom walkthroughs. Use of the tool for peer visitations will be encouraged.</p>	LEA-wide	<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure Odysseyware (core specific) \$8,800 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p>

<p>Ensure student access to CTE courses, and strengthen post-secondary educational and career opportunities.</p> <p>1.d.1 Odyessyware CTE courses will continue to be identified and added to JCCS program offerings. Staff will continue to evaluate CTE options for JCCS students and incorporate courses as appropriate.</p> <p>1.d.2 The JCCS Student Data Advisor will continue to work with staff to strengthen the career and job skills component of court school programs.</p> <p>The intake assessment tool will continue to be implemented with every student to discuss and identify career interests.</p> <p>Career and job skills awareness opportunities will be provided through mini seminars, guest speakers and a career fair coordinated through JCCS, special education vocational services and community partners.</p> <p>1.d.3 JCCS IEP teams will continue to improve the quality of students' ITPs by:</p> <ul style="list-style-type: none"> • Continuing to explore career interest assessment tools that are current and reflective of individual learning styles; • 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>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities (1.d.3)</p>	<p>Expenditure Odysseyware (CTE specific) \$12,000 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: Student Data Advisor salary and benefits: \$62,500 Source: LCFF Supplemental & Concentration Object code: 2000s/3000s (remainder funded through Title I-D)</p> <p>Expenditure: Mileage to Career Fair planning meetings: \$225 Source: LCFF Supplemental & Concentration Object code: 5200</p>
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<p>Ensure appropriate administration of state academic achievement assessments and effective utilization of assessment results for formative and summative purposes.</p> <p>1.e.1 API: following SBE/CDE guidance, JCCS will fully comply with all regulations associated with API.</p> <p>1.e.2 CAHSEE: if the CAHSEE exam continues to be required, 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>The teacher-guided, peer-supported process of reviewing high frequency CAHSEE test questions will continue to be implemented and enhanced during the 2016-17 school year.</p> <p>1.e.3 Smarter Balanced Assessments: JCCS staff will work with SBCEO Instructional Technology support technicians to administer Smarter Balanced Assessments according to state guidelines. JCCS staff will utilize study sessions and collaborative lesson planning opportunities to effectively utilize Smarter Balanced Assessments to inform instruction.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify): <u>Students with Disabilities</u></p>	<p>Expenditure Instructional Technology support: \$32,000 Source: LCFF Supplemental & Concentration Object Code: 5700</p> <p>Expenditure JCCS testing coordinator: \$33,000 Source: LCFF Supplemental & Concentration Object Code: 5850</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>1.f.1 JCCS staff will continue to review Smarter Balanced Interim Assessments as a staff to identify and calibrate their use as a local tool to guide instruction and measure student progress.</p> <p>1.f.2 JCCS staff will update the JCCS writing assessment and create a rubric for scoring that aligns with the ELA CCSS.</p> <p>1.f.3 If a decision is made to continue with NWEA, the system will continue to be used in 2016-17 to monitor student progress.</p> <p>1.f.4 The JCCS Director will continue to provide ongoing training and support related to the use of the district-approved assessments to place students, monitor progress, and inform instruction.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: NWEA License and Hosting (if applicable): \$4,000 Source: Title I-D Object Code: 5800</p>

<p>Create a collaborative co-teaching model that supports student learning through well designed and delivered differentiated instruction, accommodations and modifications.</p> <p>1.g JCCS will continue to improve outcomes for students with disabilities through the following actions:</p> <ul style="list-style-type: none"> • Continue to support staff in implementing the collaborative, co-teaching model. • Implement System 44 and other 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>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify): <u>Students with Disabilities</u></p>	<p>Expenditures/Sources: IDEA and AB 602 and 1.h below</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 English learners in an instructional environment that values home cultures and primary languages as assets.</p> <p>1.h.1 JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs. Two new staff members will be identified and trained in 2016-17, due to last year's layoffs and corresponding displacements.</p> <p>1.h.2 English Learners will continue to receive Read 180, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. ELs who are not yet ready to enter Read 180 will be enrolled in System 44. Teachers will provide, and Teaching Assistants will support, explicit instruction in phonics, comprehension, vocabulary and writing.</p> <p>1.h.3 JCCS staff will continue to engage staff in professional learning specific to the English Learners, including the ELA/ELD Framework and RTI for English Learners.</p> <p>1.h.4 JCCS staff will continue to systematically review and identify students for reclassification eligibility and ensure that 100% of identified students are reclassified. RFEP students reclassified within two years will continue to be closely monitored to ensure academic and language growth.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners (1.h.1-3)</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient (1.h.4)</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure STOT training for CELDT coordinators: \$250 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Mileage - CELDT coordinators: \$400 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Read 180/ System 44 (Licenses, hosting, maintenance, books): \$5,400 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p>

Expenditure
 Teaching Assistants:
 \$5,000
Source: LCFF Supplemental & Concentration
Object Code: 2100/2140/3000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 1.a Individualized Learning Plans (ILPs) will be developed and utilized for 100% of JCCS students, and course completion will be tracked for 100% of credits completed.
- 1.b.1 100% of JCCS staff will make instructional shifts toward implementation of CCSS and ELD standards, as measured by JCCS staff attendance at CCSS-aligned professional development trainings, lesson plan review, and use of a collaboratively developed walkthrough observation tool.
- 1.b.2 100% of JCCS staff will create individualized professional development goals by September 2017.
- 1.b.3 During the 2017-18 school year, a classroom walkthrough tool will be updated and consistently utilized.
- 1.c.1 By October 2017, the CCSS Implementation Plan will be updated, and by May 2018 implementation will be evaluated.
- 1.c.2 100% of JCCS students will have sufficient access to the standards aligned instructional materials, as evidenced by the Williams Report.
- 1.d.1 During the 2017-18 school year, JCCS will continue to add CTE courses appropriate to the court and community school setting, and the CTE course completion rate will continue to show growth from the base rate established in 2015-16.
- 1.d.2 JCCS students will have exposure to career and job skills programs through post-secondary career interest surveys, mini-seminars and guest speakers provided through the coordinated efforts of JCCS, special education vocational services and community partners.
- 1.d.3 100% of students with disabilities 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.
- 1.e 100% of required state assessments will be administered, analyzed and reported, according to the following:
 - o API – JCCS will comply with all new regulations as approved by the SBE.
 - o CAHSEE: For JCCS 10 graders, if CAHSEE remains the required exam, JCCS will increase the three-year average math and ELA pass rates by 3% from the original 2014-15 baseline.
 - o Smarter Balanced Assessments: JCCS will adhere to SBE/CDE requirements and continue to work toward the effective utilization of Smarter Balanced Assessment results to inform instruction and support student achievement.
- 1.f 100% of local assessments will continue to be reviewed for relevance and/or alignment with state standards, and local assessments will continue to be administered to JCCS students as a means of monitoring progress and informing instruction.
- 1.g 100% of students with disabilities will participate in an instructional program reflective of appropriate differentiated instruction, accommodations and modifications, as measured by IEP goal progress, Smarter Balanced assessment results and Read 180.

- 1.h.1 65% of English Learners who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level on the CELDT.
- 1.h.2 100% of JCCS staff will engage in research-affirmed professional learning specific to English Learners, as outlined in the JCCS Professional Development Plan.
- 1.h.3 100% of eligible English Learners will be reclassified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>1.a.1 JCCS students routinely enter the program credit deficient, requiring significant credit recovery in order to get back on course with graduation requirements. JCCS teachers and Teacher Assistants will utilize the ILP protocol to ensure access to and completion of courses needed for graduation. The site master schedule will continue to be updated accordingly to ensure access to needed courses for all students.</p> <p>If applicable, in 2017-18 Anywhere Learning System (A+) will continue to be used for credit recovery, and courses taken and credits earned by students matriculating in and out of JCCS will be tracked at both school and district levels.</p> <p>1.a.2 To provide greater access to direct instruction course offerings, SBCEO will consider providing an additional teacher at Los Robles High School.</p> <p>1.a.3 To provide greater access to credit recovery coursework, a Homework Club will continue to be offered at Los Robles High School two days per week.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure: Teacher Assistant salaries and benefits: \$9,500 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+: \$5,800 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Additional teacher: \$136,000 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p>

<p>Align and continually update JCCS courses to new standards and implement necessary instructional shifts.</p> <p>1.b.1 SBCEO professional development offerings will continue to be the basis of our Common Core Implementation Plan. JCCS teachers and Teacher Assistants will continue to study CCSS ELA & Math and ELD Standards by attending SBCEO training and engaging in JCCS-based study around lesson planning, assessment and analysis of student learning. Teachers and Teaching Assistants, will continue to incorporate the new standards into instruction and support students in small group and one-to-one instructional settings.</p> <p>1.b.2 All JCCS staff members will create individual professional development goals to align with the JCCS Professional Development Plan as part of a collaborative effort to continue transitioning to new standards to improve student outcomes.</p> <p>1.b.3 The classroom walkthrough tool will continue to be updated to reflect continuing standards-aligned enhancements to the instructional program, to be used by the JCCS Director during classroom observations. As appropriate and collaboratively agreed-upon, the observation tool will be utilized for peer visitations and lesson study.</p>	<p>LEA-wide</p>	<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils X English Learners (1.b.1)</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: Teacher Assistant salaries and benefits: \$77,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Development: \$6,000 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure: Subs for teachers & TAs: \$2,000 Source: LCFF Supplemental & Concentration Object Code: (1140/2140)</p> <p>Expenditure: Mileage: \$250 Source: LCFF Supplemental & Concentration Object Code: (5200)</p>
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<p>Create CCSS implementation plan, utilize an approved process for evaluating instructional materials for CCSS alignment, and monitor to ensure instructional shifts are occurring.</p> <p>1.c.1 An annual JCCS Common Core Implementation Plan will be updated by October 2017 and additional 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 have sufficient access to standards-aligned instructional materials, as evidenced by the Williams report.</p> <p>1.c.3 JCCS staff will update the classroom walkthrough observations tool by fall 2017 for the purpose of observing and calibrating instructional practice and student engagement practices. The observation tool will be used by the JCCS Director during classroom walkthroughs. Use of the tool for peer visitations will continue to be encouraged.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure Odysseyware (core specific) \$9,000 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p>
<p>Ensure student access to CTE courses, and strengthen post-secondary educational and career opportunities.</p> <p>1.d.1 Odysseyware CTE courses will continue to be identified and added to JCCS program offerings. Staff will continue to evaluate CTE options for JCCS students and incorporate courses as appropriate.</p> <p>1.d.2 The JCCS Student Data Advisor will continue to work with staff to strengthen the career and job skills component of court school programs.</p> <p>The intake assessment tool will continue to be implemented with every student to discuss and identify career interests.</p> <p>Career and job skills awareness opportunities will be provided through mini-seminars, guest speakers and a career fair coordinated through JCCS, special education vocational services and community partners.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) Students with Disabilities (1.d.3)</p>	<p>Expenditure Odysseyware (CTE specific) \$15,000 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: Student Data Advisor salary and benefits: \$63,000 Source: LCFF Supplemental & Concentration Object code: 2000s/3000s (remainder funded through Title I-D)</p> <p>Expenditure: Mileage to Career Fair planning meetings: \$225</p>

<p>1.d.3 JCCS IEP teams will continue to improve the quality of students' ITPs by:</p> <ul style="list-style-type: none"> • Continuing to explore career interest assessment tools that are current and reflective of individual learning styles; • 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>Source: LCFF Supplemental & Concentration Object code: 5200</p>
<p>Ensure appropriate administration of state academic achievement assessments and effective utilization of assessment results for formative and summative purposes.</p> <p>1.e.1 API: following SBE/CDE guidance, JCCS will fully comply with all regulations associated with API.</p> <p>1.e.2 CAHSEE: if the CAHSEE exam is still in place, 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>The teacher-guided, peer-supported process of reviewing high frequency CAHSEE test questions will continue to be implemented and enhanced during the 2017-18 school year.</p> <p>1.e.3 Smarter Balanced Assessments: JCCS staff will work with SBCEO Instructional Technology support technicians to administer Smarter Balanced Assessments according to state guidelines. JCCS staff will utilize study sessions and collaborative lesson planning opportunities to effectively utilize Smarter Balanced Assessments to inform instruction.</p> <p>1.e.4 During 2017-18, JCCS staff will continue to work with the JCCS Director and JCCS testing coordinator to study the Smarter Balanced Interim Assessments and incorporate them into the instructional program to check student progress and inform lesson planning and delivery.</p>	<p>LEA-wide</p>	<p>X ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify): Students with Disabilities</p>	<p>Expenditure Instructional Technology support: \$32,000 Source: LCFF Supplemental & Concentration Object Code: 5700</p> <p>Expenditure JCCS testing coordinator: \$34,000 Source: LCFF Supplemental & Concentration Object Code: 5850</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>1.f.1 Continue to systematically review Smarter Balanced Interim Assessments as a staff to identify and calibrate their use as a local tool to guide instruction and measure student progress.</p> <p>1.f.2 Continue to update the JCCS writing assessment and create a rubric for scoring that aligns with the ELA CCSS.</p> <p>1.f.3 If a decision is made to do so, in 2017-18 the NWEA will continue to be utilized to monitor student progress.</p> <p>1.f.4 The JCCS Director and JCCS testing coordinator will continue to provide ongoing training and support related to the use of the district-approved assessments to place students, monitor progress, and inform instruction.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure: NWEA License and Hosting (if applicable): \$4,200</p> <p>Source: Title I-D</p> <p>Object Code: 5800</p>
<p>Create a collaborative co-teaching model that supports student learning through well designed and delivered differentiated instruction, accommodations and modifications.</p> <p>1.g JCCS will continue to improve outcomes for students with disabilities through the following actions:</p> <ul style="list-style-type: none"> • Continue to support staff in implementing the collaborative, co-teaching model. • Implement System 44 and other 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. 	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify): <u>Students with Disabilities</u></p>	<p>Expenditures/Sources: IDEA and AB 602 and 1.h below</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 English learners in an instructional environment that values home cultures and primary languages as assets.</p> <p>1.h.1 JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs. Two new staff members will continue to train staff in the administration of CELDT and review of CELDT reports.</p> <p>1.h.2 English Learners will continue to receive Read 180, including explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing techniques. ELs who are not yet ready to enter Read 180 will be enrolled in System 44. Teachers will provide, and Teaching Assistants will support, explicit instruction in phonics, comprehension, vocabulary and writing.</p> <p>1.h.3 JCCS staff will continue to engage staff in professional learning specific to the English Learners, including the ELA/ELD Framework and RTI for English Learners.</p> <p>1.h.4 JCCS staff will continue to systematically review and identify students for reclassification eligibility and ensure that 100% of identified students are reclassified. RFEP students reclassified within two years will continue to be closely monitored to ensure academic and language growth.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners (1.h.1-3)</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient (1.h.4)</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure STOT training for CELDT coordinators: \$200 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Mileage - CELDT coordinators: \$350 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Read 180/ System 44 (Licenses, hosting, maintenance, books): \$5,350 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p> <p>Expenditure Teaching Assistants: \$5,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>
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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.	Related State and/or Local Priorities: 1 X 2 X 3__ 4__ 5__ 6__ 7 X 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	<p>2.a. With the decline in enrollment and reird teacher layoffs and displacements, in 2015-16 it will be necessary to schedule classes around Highly Qualified Teacher (HQT) subject areas of certification. By June 2016, it will be required that all JCCS teachers demonstrate HQT compliance in all subject areas. Currently, 67.27% of community school courses are taught by HQT, and 76.81% of court school courses are taught by HQT. (Metric: Williams reports)</p> <p>2.b. Provide structured professional learning to support the delivery of standards-aligned practices and differentiation based on learning and language needs. (Metrics: JCCS Professional Development Plan)</p> <p>2.c. Provide professional development to integrate technology into the instructional program to support learning experiences and opportunities for all students. Technology is currently being used to provide intervention and access to online courses. (Metrics: CCSS Implementation Plan; SBCEO Technology Plan).</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All, with specific focus in 2.b.2 on low Income pupils
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>2.a By June 2016, 100% of JCCS teachers will be <u>highly qualified</u> for subjects they are assigned to teach, as demonstrated by the Williams report. In the 2015-16 school year, JCCS teachers who do not have HQT certification in all core subject areas will be required to enroll in appropriate coursework or pass subject area exams in order to and attain certification(s) in all core subject areas.</p> <p>2.b. By October 2015, JCCS staff will update the <u>JCCS Professional Development Plan</u> to provide greater access to relevant professional development specific to CCSS and the ELA/ELD Framework.</p> <p>2.c. By December 2015, JCCS staff will update the <u>Technology Plan</u> and the <u>CCSS Implementation Plan</u> to ensure effective use of technology.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure teachers are highly qualified and appropriately assigned. 2.a.1 Ensure that 100% JCCS teachers meet HQT requirements for subject areas they are assigned to teach. During the 2014-15 school year, the Assistant Superintendent of Educational Services and JCCS Director will work with the Assistant Superintendent of Human Resources and the SBCEA President to create language requiring that all non-HQT staff are enrolled in VPSS courses of study or take and pass required subject matter exams by June 2016. During the 2015-16 school year, the master schedule will be created such that teachers will only teach subjects for which they are highly qualified to teach.	LEA-wide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	Expenditure: VPSS Tier II courses or subject area assessments – 4 Science; 2 Social Studies \$6,600 Source: LCFF Supplemental and Concentration Object Code: 5201

<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.b.1 JCCS staff will continue to engage in professional learning specific to the Common Core State Standards, English Language Development (ELD) Standards, and effective integration of technology.</p> <p>2.b.2 JCCS staff will continue to deepen their understanding of brain-based science research in order to (a) improve academic performance for at-risk students, (b) enhance the educational climate, (c) positively impact academic achievement, and (d) increase awareness regarding the impact poverty has on student learning, behaviors and perceptions.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1)</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: The cost of <i>Zaretta Hammond: Culturally Responsive Teaching & the Brain</i> is included in 1.b.1</p>
<p>Provide professional learning opportunities that support the effective use of technology to enhance student learning.</p> <p>2.c Refine the SBCEO Technology Plan and CCSS Implementation Plan to incorporate the effective integration of technology into the instructional program and transformation of learning experiences into higher levels of student achievement.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: The cost of <i>Kristen Swanson: Professional Learning in the Digital Age</i> is included in 1.b.1</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>2.a 100% of JCCS teachers will be <u>highly qualified and appropriately assigned</u> to ensure HQT compliance, as demonstrated by the Williams report.</p> <p>2.b. By October 2016, JCCS staff will update the <u>JCCS Professional Development Plan</u> to provide greater access to relevant professional development specific to CCSS and the ELA/ELD Framework.</p> <p>2.c. By December 2016, JCCS staff will update the <u>Technology Plan</u> and the <u>CCSS Implementation Plan</u> to ensure effective use of technology.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure teachers are highly qualified and appropriately assigned.</p> <p>2.a.1 Ensure that 100% JCCS teachers meet HQT requirements for subject areas they are assigned to teach.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: Associated costs will be included in 1.b.1</p>

<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.b.1 JCCS staff will continue to engage in professional learning specific to the Common Core State Standards, English Language Development (ELD) Standards, and effective integration of technology.</p> <p>2.b.2 JCCS staff will continue to deepen their understanding of brain-based science research and continue to implement appropriate strategies into the instructional program.</p> <p>2.b.3 JCCS staff and probation partners will continue to receive training in understanding graduation options in order to improve guidance counseling for students and parents/guardians.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1)</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure:</p> <p>Associated costs will be included in 1.b.1</p>
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<p>Provide professional learning opportunities that support the effective use of technology to enhance student learning.</p> <p>2.c Refine the SBCEO Technology Plan and CCSS Implementation Plan to incorporate the effective integration of technology into the instructional program and transformation of learning experiences into higher levels of student achievement.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure:</p> <p>Associated costs will be included in 1.b.1</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>2.a 100% of JCCS teachers will be <u>highly qualified and appropriately assigned</u> to ensure HQT compliance, as demonstrated by the Williams report.</p> <p>2.b. By October 2017, JCCS staff will update the <u>JCCS Professional Development Plan</u> to provide greater access to relevant professional development specific to CCSS and the ELA/ELD Framework.</p> <p>2.c. By December 2017, JCCS staff will update the <u>Technology Plan</u> and the <u>CCSS Implementation Plan</u> to ensure effective use of technology.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure teachers are highly qualified and appropriately assigned.</p> <p>2.a JCCS administrators will ensure that 100% of JCCS teachers meet HQT requirements and are appropriately assigned.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No cost

<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.b.1 JCCS staff will continue to engage in professional learning specific to the Common Core State Standards, English Language Development (ELD) Standards, and effective integration of technology.</p> <p>2.b.2 JCCS staff will continue to deepen their understanding of brain-based science research and continue to implement appropriate strategies into the instructional program.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1)</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Associated costs will be included in 1.b.1
<p>Provide professional learning opportunities that support the effective use of technology to enhance student learning.</p> <p>2.c JCCS staff will continue to refine the SBCEO Technology Plan and CCSS Implementation Plan to incorporate the effective integration of technology into the instructional program and transformation of learning experiences into higher levels of student achievement.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	Associated costs will be included in 1.b.1

GOAL 3:	<p>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>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
Identified Need :	<p>Develop an <u>instructional environment</u> in which students are responsible, motivated, and highly engaged in their learning. (Metrics include: Reintegration rates; JCCS Positive Behavior Plan; Aeries suspension and attendance reports; Williams FIT)</p>	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p>3.a.1 Community schools will continue to decrease the number of <u>suspensions</u> by 1% from the 2014-15 baseline.</p> <p>3.a.2 Staff will implement an updated <u>JCCS Positive Behavior Plan</u>, evaluate the plan for effectiveness, and identify necessary adjustments for improvement. In addition to a reduced suspension rate, JCCS behavior will also be measured by the California Healthy Kids Survey through an increase in the number of students reporting they are “trying hard to do well in school,” and have “positive caring relationship with adults in their school.”</p> <p>3.b Community School <u>attendance</u> will increase by 1% per year, and chronic absenteeism will decrease by 2% per year.</p> <p>3.c The percentage of students successfully reintegrating to their districts <u>on track to graduate</u> will increase by 1%.</p> <p>3.d Ensure 100% compliance on the Williams Facility Inspection Tool (FIT) report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a learning environment that supports positive behavior and responsibility.</p> <p>3.a.1 Community schools will continue to decrease the number of suspensions through a combination of behavioral and academic supports, and transition services.</p> <p>3.a.2 The positive behavior support program will continue to be implemented by staff, including the CHAMPs classroom management system. 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>3.a.3 JCCS staff will receive training in Restorative Justice for implementation in 2015-16.</p> <p>3.a.4 JCCS teachers and Teacher Assistants will continue to implement Crisis Prevention & Intervention. (Note: CPI certification is required every two years.)</p> <p>3.a.5 The three-year Positive Behavior Support Plan will be evaluated by staff during the 2015-16 school year and updated accordingly. California Healthy Kids Survey results will be analyzed to as a part of the Positive Behavior Support Plan review.</p> <p>3.a.6 JCCS and probation staff will review the range of disciplinary actions in place in the court schools and analyze processes and procedures to ensure continuation of the educational program and social interaction for youth who are confined to their cells.</p>	<p>Community Schools 3.a.1 – 3.a.5)</p> <hr/> <p>Court Schools (3.a.2 – 3.a.6)</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure Restorative Justice training: \$200 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Substitute teachers: \$230 Source: LCFF Supplemental & Concentration Object Code: 1140</p> <p>Expenditure: Mileage: \$70 Source: LCFF Supplemental & Concentration Object Code: 5000s</p> <p>Expenditure: Teaching Assistants: \$13,468 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>

<p>Provide appropriate supports to ensure regular school attendance and promote continuous learning.</p> <p>3.b.1 The community schools will continue to improve school attendance and reduce the rate of chronic absenteeism and suspension through a combination of behavioral and academic supports and transition services.</p> <p>3.b.2 JCCS staff will communicate with parents/guardians every time a student is absent from school through an automated phone system and personal phone calls.</p>	<p>Community Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: Automated Phone System: \$750</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5800</p>
<p>Ensure students complete necessary coursework to remain on track to graduate, provide support for the high school exit exam, and provide ample options for students for whom graduation is jeopardized due to severe credit deficiency.</p> <p>3.c.1 Student transcripts will continue to be assessed upon intake and throughout the 2015-16 school year, and appropriate courses of study will be identified and monitored (through the ILP) to track progress toward graduation. The Anywhere Learning System (A+) will continue to be used for credit recovery, although during the 2015-16 school year the system will be evaluated. An Aeries module will be used to create an improved system to track courses taken and credits earned by students matriculating in and out of JCCS. JCCS staff will closely monitor coursework to ensure credit recovery is occurring at an appropriate pace. JCCS staff will develop a master schedule reflective of student needs.</p> <p>3.c.2 CAHSEE test preparation will continue to be provided by all teachers and support for high frequency test items will be woven into all instructional programs. Teachers throughout the JCCS system will be trained in the CAHSEE test preparation pilot created by a teacher at Los Robles High School in 2014-15.</p> <p>3.c.3 For students too far behind in credits to graduate by age 18, JCCS staff and probation partners will provide information on other options to graduating. The JCCS Director will train JCCS staff and probation partners concerning available options, and they will provide students with comprehensive guidance. Such options include a 5th year of high school, the California High School Proficiency Exam (CHSPE), the General Educational Development (GED) test, enrolling in attending community college classes, etc.</p> <p>3.c.4 Students will be supported through a combination of behavioral and academic supports and transition services to improve reintegration rates.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Anywhere Learning System (see 1.a.1 above)</p> <p>Expenditure: Aeries (Eagle): \$5,500</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5650</p>

<p>Create and maintain a learning environment that is safe, in good repair, and supportive of academic growth.</p> <p>3.d Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Cost & Source: TBD based upon need</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>3.a.1 Community schools will continue to decrease the number of <u>suspensions</u> by 2% from the 2014-15 baseline.</p> <p>3.a.2 Staff will implement an updated JCCS <u>Positive Behavior Plan</u>, evaluate the plan for effectiveness, and identify necessary adjustments for improvement. In addition to a reduced suspension rate, JCCS behavior will also be measured by the California Healthy Kids Survey through an increase in the number of students reporting they are “trying hard to do well in school,” and have “positive caring relationship with adults in their school.”</p> <p>3.b Community School <u>attendance</u> will increase by 1% per year, and chronic absenteeism will decrease by 2% per year.</p> <p>3.c The percentage of students successfully reintegrating to their districts <u>on track to graduate</u> will increase by 1%.</p> <p>3.d Ensure 100% compliance on the Williams Facility Inspection Tool (FIT) report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a learning environment that supports positive behavior and responsibility.</p> <p>3.a.1 Community schools will continue to decrease the number of suspensions through a combination of behavioral and academic supports, and transition services.</p> <p>3.a.2 JCCS staff, supported by Teaching Assistants, will continue to implement, evaluate and adjust the CHAMPs classroom management system.</p> <p>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>3.a.3 JCCS staff will incorporate Restorative Justice techniques as a systematic, proactive approach to conflict resolution.</p> <p>3.a.4 JCCS teachers and Teacher Assistants will receive training in Crisis Prevention & Intervention. JCCS staff will continue to implement CPI during the 2016-17 school year.</p>	<p>Community Schools 3.a.1 – 3.a.5)</p> <p>Court Schools (3.a.2 – 3.a.6)</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure Restorative Justice training: \$100 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Substitute teachers and TAs: \$1,345 Source: LCFF Supplemental & Concentration Object Code: 1140/2140</p> <p>Note: CPI will be funded by the SELPA.</p>

<p>3.a.5 The three-year Positive Behavior Support Plan will be evaluated by staff during the 2016-17 school year and updated accordingly. The California Healthy Kids Survey will be analyzed to as a part of the Positive Behavior Support Plan review.</p> <p>3.a.6 JCCS and probation staff will review the range of disciplinary actions in place in the court schools and analyze processes and procedures to ensure continuation of the educational program and social interaction for youth confined to their cells.</p>			<p>Expenditure: Mileage: \$70 Source: LCFF Supplemental & Concentration Object Code: 5000s</p> <p>Expenditure: Teaching Assistants: \$14,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>
<p>Provide appropriate supports to ensure regular school attendance and promote continuous learning.</p> <p>3.b.1 The community schools will continue to improve school attendance and reduce the rate of chronic absenteeism and suspension through a combination of behavioral and academic supports and transition services.</p> <p>The Positive Behavior Plan will continue to be implemented by JCCS teachers, and the plan will evaluated and updated as needed during the 2016-17 school year.</p> <p>3.b.2 JCCS staff will communicate with parents/guardians every time a student is absent from school through an automated phone system and personal phone calls.</p>	<p>Community Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: Automated Phone System: \$800 Source: LCFF Supplemental & Concentration Object Code: 5800</p>

<p>Ensure students complete necessary coursework to remain on track to graduate, provide support for the high school exit exam, and provide ample options for students for whom graduation is jeopardized due to severe credit deficiency.</p> <p>3.c.1 Both upon intake and throughout the 2016-17 school year, JCCS staff will continue to work with students to create Individual Learning Plans (ILPs) to identify courses to be taken each semester and outline post-secondary college and career plans/interests. An online system will continue to be used for credit recovery, and courses will be carefully tracked to enhance completion rates and ensure students remain on track to graduate. JCCS staff will continue to develop the master schedule based on student need.</p> <p>3.c.2 CAHSEE test preparation will continue to be provided by all teachers and support for high frequency test items will be woven into all instructional programs.</p> <p>3.c.3 JCCS staff and probation partners will be trained to counsel JCCS students on options, including a 5th year of high school, the California High School Proficiency Exam (CHSPE), the General Educational Development (GED) test, enrolling in community college classes, etc.</p> <p>3.c.4 Students will to be supported through a combination of behavioral and academic supports and transition services to improve reintegration rates.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Anywhere Learning System (see 1.a.1 above)</p> <p>Expenditure: Aeries (Eagle): \$5,700</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5650</p>
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<p>Create and maintain a learning environment that is safe, in good repair, and supportive of academic growth.</p> <p>3.d Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Cost and Source: TBD based upon need</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>3.a.1 Community schools will continue to decrease the number of <u>suspensions</u> by 3% from the 2014-15 baseline.</p> <p>3.a.2 Staff will implement an updated <u>JCCS Positive Behavior Plan</u>, evaluate the plan for effectiveness, and identify necessary adjustments for improvement. In addition to a reduced suspension rate, JCCS behavior will also be measured by the California Healthy Kids Survey through an increase in the number of students reporting they are “trying hard to do well in school,” and have “positive caring relationship with adults in their school.”</p> <p>3.b Community School <u>attendance</u> will increase by 1% per year, and chronic absenteeism will decrease by 2% per year.</p> <p>3.c The percentage of students successfully reintegrating to their districts on track to graduate will increase by 1%.</p> <p>3.d Ensure 100% compliance on the Williams Facility Inspection Tool (FIT) report.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide a learning environment that supports positive behavior and responsibility.</p> <p>3.a.1 Community schools will continue to decrease the number of suspensions through a combination of behavioral and academic supports and transition services.</p> <p>3.a.2 JCCS staff, supported by Teaching Assistants, will continue to implement, evaluate and adjust the CHAMPs classroom management system.</p> <p>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>3.a.3 JCCS staff will continue to incorporate Restorative Justice techniques with students as a systematic, proactive approach to conflict resolution.</p> <p>3.a.4 JCCS teachers and Teacher Assistants will continue to implement Crisis Prevention & Intervention. (Note: CPI certification will not be required until 2018-19.)</p> <p>3.a.5 The three-year Positive Behavior Support Plan will be evaluated by staff during the 2017-18 school year and updated accordingly. The California Healthy Kids Survey will be analyzed to as a part of the Positive Behavior Support Plan review.</p> <p>3.a.6 JCCS and probation staff will review the range of disciplinary actions in place in the court schools and analyze processes and procedures to ensure continuation of the educational program and social interaction for youth confined to their cells.</p>	<p>Community Schools 3.a.1 – 3.a.5)</p> <p>Court Schools (3.a.2 – 3.a.6)</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure Restorative Justice training: \$120 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Substitute teachers: \$230 Source: LCFF Supplemental & Concentration Object Code: 1140</p> <p>Expenditure: Mileage: \$80 Source: LCFF Supplemental & Concentration Object Code: 5000s</p> <p>Expenditure: Teaching Assistants: \$14,500 Source: LCFF Supplemental & Concentration Object Code:</p>
<p>Provide appropriate supports to ensure regular school attendance and promote continuous learning.</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 behavioral and academic supports and transition services.</p> <p>The Positive Behavior Plan will continue to be implemented by JCCS teachers, and the plan will evaluated and updated as needed during the 2017-18 school year.</p> <p>3.b.2 JCCS staff will communicate with parents/guardians every time a student is absent from school through an automated phone system and personal phone calls.</p>	<p>Community Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: Automated Phone System: \$800 Source: LCFF Supplemental & Concentration Object Code: 5800</p>

<p>Ensure students complete necessary coursework to remain on track to graduate, provide support for the high school exit exam, and provide ample options for students for whom graduation is jeopardized due to severe credit deficiency.</p> <p>3.c.1 The ILP system will continue to be utilized both upon intake and throughout the year to ensure students receive one-to-one guidance and support. ILPs will be used to identify courses to be taken each semester and to review and outline post-secondary college and career plans/interests. An online system will continue to be used to provide students with coursework needed to earn credits toward graduation. JCCS staff will work closely with students in support of their academic and post-secondary growth. JCCS staff will continue to carefully review ILPs and transcripts and develop a master schedule reflective of student needs.</p> <p>3.c.2 CAHSEE test preparation will continue to be provided by all teachers and support for high frequency test items will be woven into all instructional programs.</p> <p>3.c.3 JCCS staff and probation partners will be trained to counsel JCCS students on options to graduating, including a 5th year of high school, the California High School Proficiency Exam (CHSPE), the General Educational Development (GED) test, enrolling in community college classes, etc.</p> <p>3.c.4 Students will to be supported through a combination of improved school climate, behavioral and academic supports, and transition services to improve reintegration rates.</p>	LEA-wide	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Anywhere Learning System (see 1.a.1 above)</p> <p>Expenditure: Aeries (Eagle): \$6,000 Source: LCFF Supplemental & Concentration Object Code: 5650</p>
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<p>Create and maintain a learning environment that is safe, in good repair, and supportive of academic growth.</p> <p>3.d Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.</p>	LEA-wide	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Cost and Source: TBD based upon need</p>
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<p>GOAL 4:</p>	<p>Expelled youth will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9 x 10__</p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<p>Improve serves for <u>expelled youth</u> on behalf of districts of residence and assist students in completing the terms and conditions of their expulsions in order to return to their home district. (Metrics: Analysis of rehabilitation plans; number and percentage of expelled students returned to their home districts having met requisite conditions.)</p>	

Goal Applies to:	Schools:	LEA-Wide
	Applicable Pupil Subgroups:	All students (this goal is specific to Expelled Youth)

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	4.a To ensure expelled students return to their district of residence according to the terms of their expulsions, JCCS teachers will provide students with an appropriate and relevant learning environment complete with academic and social-emotional supports, as outlined in student ILPs and IEPs. 75% of expelled youth will meet the terms and conditions of their expulsion, and those who elect to return will be returned to their district of residence.
	4.b To ensure all districts have access to the Santa Barbara County Plan for Expelled Youth, the SBCEO Child Welfare and Attendance (CWA) Director will continue to work with district superintendents to modify the plan to best assist expelled students. The CWA will ensure that the adopted plan is posted on the SBCEO website.
	4.c To ensure expelled students are provided appropriate social/emotional support, JCCS will provide on-site counseling and/or counseling support through community agencies for 100% of JCCS students whose rehabilitation plans identify the need.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide appropriate supports and resources to ensure expelled youth remain on track for graduation and complete the terms and conditions of their rehabilitation plans.</p> <p>4.a.1 JCCS Director will ensure appropriate placement of expelled students into a relevant course of study, and an ILP will be developed and carefully monitored for all expelled youth.</p> <p>4.a.2 JCCS staff will provide expelled students specific support as identified in the ILP and will monitor and support all expelled students eligible for graduation to ensure they remain on track for graduation.</p>		<p><input checked="" type="checkbox"/> ALL (all expelled youth)</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No cost
<p>4.b 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>.</p> <ul style="list-style-type: none"> As fiscally sustainable, JCCS will continue to provide appropriate educational settings for students expelled from districts of residence with which we have an MOU. As fiscally sustainable, JCCS will continue to work with referring districts with an MOU to develop rehabilitation plans and provide educational programs for expelled students. <p>The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i>.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL (all expelled youth)</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$32,021</p> <p>Source: LCFF supplemental and concentration</p> <p>Object Code: 1300/3000</p>

4.c JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditure: Counseling services Source: Title I-D Object Code: 5800
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>4.a To ensure expelled students return to their district of residence, JCCS teachers will continue to provide students with an appropriate and relevant learning environment in which students can meet the terms and conditions of their rehabilitation plans. 76% of expelled youth will meet the terms and conditions of their expulsion, and those who elect to return will be returned to their district of residence.</p> <p>4.b To ensure all districts have access to the Santa Barbara County Plan for Expelled Youth, the SBCEO Child Welfare and Attendance (CWA) Director will continue to work with district superintendents to modify the plan to best assist expelled students. The CWA will ensure that the adopted plan is posted on the SBCEO website.</p> <p>4.c To ensure expelled students are provided appropriate social/emotional support, JCCS will provide on-site counseling and/or counseling support through community agencies for 100% of JCCS students whose rehabilitation plans identify the need.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide appropriate supports and resources to ensure expelled youth remain on track for graduation and complete the terms and conditions of their rehabilitation plans. 4.a.1 JCCS Director will ensure appropriate placement of expelled students into a relevant course of study, and an ILP will be developed. 4.a.2 JCCS staff will provide expelled students specific support as identified in the ILP and will monitor and support all expelled students who are eligible for graduation to ensure they remain on track for graduation.	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
4.b 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> . The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i> .	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$34,000 Source: LCFF supplemental and concentration Object Code: 1300/3000

4.c.1 JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditure: Counseling services Source: Title I-D Object Code: 5800
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>4.a To ensure expelled students return to their district of residence, JCCS teachers will continue to provide students with an appropriate and relevant learning environment in which students can meet the terms and conditions of their rehabilitation plans. 77% of expelled youth will meet the terms and conditions of their expulsion, and those who elect to return will be returned to their district of residence.</p> <p>4.b To ensure all districts have access to the Santa Barbara County Plan for Expelled Youth, the SBCEO Child Welfare and Attendance (CWA) Director will continue to work with district superintendents to modify the plan to best assist expelled students. The CWA will ensure that the adopted plan is posted on the SBCEO website.</p> <p>4.c To ensure expelled students are provided appropriate social/emotional support, JCCS will provide on-site counseling and/or counseling support through community agencies for 100% of JCCS students whose rehabilitation plans identify the need.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide appropriate supports and resources to ensure expelled youth remain on track for graduation and complete the terms and conditions of their rehabilitation plans. 4.a.1 JCCS Director will ensure appropriate placement of expelled students into a relevant course of study, and an ILP will be developed. 4.a.2 JCCS staff will provide expelled students specific support as identified in the ILP and will monitor and support all expelled students eligible for graduation to ensure they remain on track for graduation.	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost

4.b 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> . The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i> .	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$35,200 Source: LCFF supplemental and concentration Object Code: 1300/3000
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4.c.1 JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.	LEA-wide	<input checked="" type="checkbox"/> ALL (all expelled youth) OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditure: Counseling services Source: Title I-D Object Code: 5800
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GOAL 5:	Foster youth will be provided a strong academic environment, consistent delivery of support services and appropriate social/emotional support through coordinated services that minimize disruption in school placement and facilitate efficient transfer of records for foster youth.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10 <input checked="" type="checkbox"/> Local : Specify _____
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Identified Need :	Implement and continue to refine processes and protocols specific to the efficient and expeditious transfer of health and education records, provision of support services, and timely evaluation of transcripts to ensure access to AB 216 for foster youth . (Metrics include: protocols for student records and services; training logs; foster youth transfer rates.)
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	Foster Youth
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5.a TYS Manager will facilitate workgroup meetings to refine practices associated with the transfer of student records and the provision of services for foster youth. (Metrics: workgroup meeting logs and agendas) 5.b TYS Manager will train districts and agencies regarding the requirement to ensure access to AB 216. (Metrics: training logs and agendas) 5.c The JCCS Student Data Advisor will identify 100% of students who qualify for AB 216 and provide information, services, and support, and communicate with districts and families regarding Foster Youth rights for 100% of JCCS students who are identified. (Metric: service reports)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.a.1 TYS Manager will organize an annual meeting, facilitated workgroup meetings, and ongoing communication and collaboration between school districts and county agencies, including the county child welfare agencies, juvenile probation, mental health agencies, and courts to develop mechanisms for:</p> <ul style="list-style-type: none"> Identifying foster youth Minimizing disruption to education and school placement Sharing education information between districts and agencies Notifying districts of foster youth placement changes Ensuring the quick transfer of education records <p>5a.2 The JCCS Student Data Advisor will work closely with foster youth to ensure minimal disruption to education and school placement, and with other schools and agencies to ensure quick transfer of records and sharing of educational information.</p> <p>5.a.3 JCCS Director and Student Data Advisor will promptly respond to requests from juvenile court regarding delivery and coordination of educational services for foster youth.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure Student Data Advisor: \$3,236 Source LCFF Supplemental & Concentration Object Code 2000s/3000</p>
<p>5.b TYS Manager or designee will provide training and technical assistance to school districts, governing boards of school districts, county child welfare agencies, juvenile probation, mental health agencies, and caregivers.</p> <ul style="list-style-type: none"> TYS Manager will create a fact sheet with up-to-date information regarding student rights and the processes to safeguard these rights. TYS will work with the Assistant Superintendent of Educational Services to review the Foster Youth Toolkit and garner meaningful information for district communication/distribution. <p>The TYS Manager will collaborate with county child welfare agencies, county probation departments, and school districts to develop, monitor, and regularly update the education portion of child welfare and probation case plans.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No cost
<p>5.c The JCCS Student Data Advisor will work with JCCS Director and administrative assistants to ensure that all students who qualify for AB 216 are identified. The JCCS Student Data Advisor will provide information, services and communication to ensure the rights of all Foster Youth are met.</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No cost

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 5.a TYS Manager will facilitate workgroup meetings to refine practices associated with the transfer of student records and the provision of services for foster youth. (Metrics: workgroup meeting logs and agendas)
- 5.b TYS Manager will train districts and agencies regarding the requirement to ensure access to AB 216. (Metrics: training logs and agendas)
- 5.c The JCCS Student Data Advisor will identify 100% of students who qualify for AB 216 and provide information, services, and support, and communicate with districts and families regarding Foster Youth rights for 100% of JCCS students who are identified. (Metric: service reports)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.a.1. TYS Manager will organize an annual meeting, facilitated workgroup meetings, and ongoing communication and collaboration between school districts and county agencies, including the county child welfare agencies, juvenile probation, mental health agencies, and courts to develop mechanisms for:</p> <ul style="list-style-type: none"> • Identifying foster youth • Minimizing disruption to education and school placement • Sharing education information between districts and agencies • Notifying districts of foster youth placement changes • Ensuring the quick transfer of education records <p>5a.2 JCCS Director and Student Data Advisor will promptly respond to requests from juvenile court regarding delivery and coordination of educational services for foster youth</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure Student Data Advisor: \$3,300 Source LCFF Supplemental & Concentration Object Code 2000s/3000</p>
<p>5.b TYS Manager or designee will provide training and technical assistance to school districts, governing boards of school districts, county child welfare agencies, juvenile probation, mental health agencies, and caregivers. TYS Manager will update the fact sheet to provide district foster youth liaisons and community agencies with up-to-date information regarding student rights and the processes to safeguard these rights.</p> <p>The TYS Manager will collaborate with county child welfare agencies, county probation departments, and school districts to develop, monitor, and regularly update the education portion of child welfare and probation case plans.</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No cost

<p>5.c The JCCS Student Data Advisor will work with JCCS Director and administrative assistants to ensure that all students who qualify for AB 216 are identified. The JCCS Student Data Advisor will provide information, services and communication to ensure the rights of all Foster Youth are met.</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>No cost</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>5.a TYS Manager will facilitate workgroup meetings to refine practices associated with the transfer of student records and the provision of services for foster youth. (Metrics: workgroup meeting logs and agendas)</p> <p>5.b TYS Manager will train districts and agencies regarding the requirement to ensure access to AB 216. (Metrics: training logs and agendas)</p> <p>5.c The JCCS Student Data Advisor will identify 100% of students who qualify for AB 216 and provide information, services, and support, and communicate with districts and families regarding Foster Youth rights for 100% of JCCS students who are identified. (Metric: service reports)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.a TYS Manager will organize an annual meeting, facilitated workgroup meetings, and ongoing communication and collaboration between school districts and county agencies, including the county child welfare agencies, juvenile probation, mental health agencies, and courts to develop mechanisms for:</p> <ul style="list-style-type: none"> Identifying foster youth Minimizing disruption to education and school placement Sharing education information between districts and agencies Notifying districts of foster youth placement changes Ensuring the quick transfer of education records <p>5a.2 JCCS Director and Student Data Advisor will promptly respond to requests from juvenile court regarding delivery and coordination of educational services for foster youth.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Expenditure Student Data Advisor: \$3,400 Source LCFF Supplemental & Concentration Object Code 2000s/3000</p>

<p>5.b.1 TYS Manager or designee will provide training and technical assistance to school districts, governing boards of school districts, county child welfare agencies, juvenile probation, mental health agencies, and caregivers. TYS Manager will update the fact sheet designed to provide district foster youth liaisons and community agencies with up-to-date information regarding student rights, and the processes to safeguard these rights.</p> <p>The TYS Manager will collaborate with county child welfare agencies, county probation departments, and school districts to develop, monitor, and regularly update the education portion of child welfare and probation case plans.</p> <p>5.b.2 The TYS Manager will establish a mechanism for the efficient and expeditious transfer health and education passports between caregivers.</p>	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost
<p>5.c The JCCS Student Data Advisor will work with JCCS Director and administrative assistants to ensure that all students who qualify for AB 216 are identified. The JCCS Student Data Advisor will provide information, services and communication to ensure the rights of all Foster Youth are met.</p>	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No cost

GOAL 6:	Communication and collaborative partnerships with parents, community members and service providers will be increased to support student achievement and personal growth.	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ X COE only: 9__ 10__ Local : Specify _____
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Identified Need:	<p>6.a Increase district and school-based parent participation and communication. (Metrics: advisory committee participation rates; attendance at parent/teacher conferences and open houses; attendance at parent trainings; attendance at IEP meetings)</p> <p>6.b Enhance collaboration with partner agencies to provide family and community trainings. (Metrics: agency training announcements and logs)</p> <p>6.c Promote parent participation-programs for individuals with exceptional needs.</p>
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>6.a Parent involvement in district and school-based activities will increase by 1% from the 2014-15 baseline. Current baseline: Parent-Teacher Conferences - 69%; Open Houses – 63%; Advisory committees - 8 parents. (Metrics: participation in Parent School Advisory Committee (PSAC) and English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC), open houses, parent/teacher conferences, IEP’s, and parent workshops)</p> <p>6.b Collaborate with community and agency partners to enhance opportunities and services for parents/guardians and families.</p> <p>6.c Provide parents with information that will assist them to make informed decisions regarding their students’ future school, work, and social experiences.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Engage parents in a partnership with school and community agencies that supports student academic achievement and social/emotional well-being.</p> <p>6.a.1 Provide meaningful opportunities for decision-making on the Parent School Advisory Committee (PSAC) and English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC).</p> <p>6.a.2 Improve parent participation from the 2014-15 baseline.</p> <p>6.a.3 Continue to provide translation services for 100% of district and school committee meetings, events and functions.</p> <p>6.a.4 Evaluate parent engagement activities and make necessary improvements to continually enhance services.</p> <p>6.a.5 Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities. Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p> <p>6.a.6 Utilize the automated phone system to communicate with parents about school events and student absences.</p>	LEA-wide	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure Parent mailings and printing: \$730 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$50 Source LCFF Supplemental & Concentration Object Code 4300</p> <p>Automated phone system (see 3.b.1)</p> <p>Newsletters funded through Probation</p>
<p>6.b JCCS will offer a series of parent seminars around how to support student achievement and social/emotional growth. Specific topics will be identified in early fall of 2015. Initial topics of interest, based upon the 2014-15 parent survey, include communicating with teens, setting limits and building cooperation, and helping youth maintain focus and drive.</p>		<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>No cost Parent seminars covered by CADA; translation provided by JCCS staff.</p>
<p>6.c.1 Assist parents in attending their student's IEP through any</p>	LEA-wide	<p>X ALL</p>	<p>Expenditures</p>

means available to them, including direct attendance, or attendance by phone or videoconference at a time that is convenient to them.

6.c.2 Include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.

6.c.3 Post up-to-date parent information in English and Spanish on the SBCEO Special Education Website related to common core standards and students with disabilities, SBAC, community resources, and parenting resources.

6.c.4 Mail parent newsletters in English and Spanish. Newsletters will include information related to the instructional program, parent programs, and community resources.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify) Students with Disabilities (6.c.1-3)

funded through AB602, IDEA

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- 6.a Parent involvement in district and school-based activities will increase by 2% from the 2014-15 baseline. (Metrics: participation in Parent School Advisory Committee (PSAC) and English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC), open houses, parent/teacher conferences, IEP's, and parent workshops)
- 6.b Collaborate with community and agency partners to enhance opportunities and services for parents/guardians and families.
- 6.c Provide parents with information that will assist them to make informed decisions regarding their students' future school, work, and social experiences.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage parents in a partnership with school and community		X ALL	Expenditure

<p>agencies that supports student academic achievement and social/emotional well-being.</p> <p>6.a.1 Provide meaningful opportunities for decision-making on the Parent School Advisory Committee (PSAC) and English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC).</p> <p>6.a.2 Provide opportunities for parent/guardian participation and engagement through open houses, parent/teacher conferences, IEP's, and parent workshops. Evaluate parent engagement activities and make necessary improvements to continually enhance services.</p> <p>6.a.3 Continue to provide translation services for 100% of district and school committee meetings, events and functions.</p> <p>6.a.4 Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities. Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p> <p>6.a.5 Utilize the automated phone system to communicate with parents about school events and student absences.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Parent mailings and printing: \$600 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$50 Source LCFF Supplemental & Concentration Object Code 4300</p> <p>Automated phone system (see 3.b.1)</p> <p>Newsletters funded through Probation</p>
<p>6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities. Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p>		<p>X ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost Parent seminars covered by CADA; translation provided by JCCS staff.</p>

<p>6.c.1 Assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p> <p>6.c.2 Include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.</p> <p>6.c.3 Post up-to-date parent information in English and Spanish on the SBCEO Special Education Website related to common core standards and students with disabilities, SBAC, community resources, and parenting resources.</p> <p>6.c.4 Mail parent newsletters in English and Spanish. Newsletters will include information related to the instructional program, parent programs, and community resources.</p>	LEA-wide	<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>X Other Subgroups:(Specify) <u>Students with Disabilities (6.c.1-3)</u></p>	<p>Expenditure: Source: Object Code: Source: AB602, IDEA</p>
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LCAP Year 3: 2017-18

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>6.a Parent involvement in district and school-based activities will increase by 3% from the 2014-15 baseline. (Metrics: participation in Parent School Advisory Committee (PSAC) and English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC), open houses, parent/teacher conferences, IEP's, and parent workshops)</p> <p>6.b Collaborate with community and agency partners to enhance opportunities and services for parents/guardians and families.</p> <p>6.c Provide parents with information that will assist them to make informed decisions regarding their students' future school, work, and social experiences.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Engage parents in a partnership with school and community agencies that supports student academic achievement and social/emotional well-being.</p> <p>6.a.1 Provide meaningful opportunities for decision-making on the Parent School Advisory Committee (PSAC) and English Learner Advisory Council/District English Learner Advisory Council (ELAC/DELAC).</p> <p>6.a.2 Improve opportunities for parent/guardian participation and engagement through open houses, parent/teacher conferences, IEP's, and parent workshops. Evaluate parent engagement activities and make necessary improvements to continually enhance services.</p>		<p>X ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure Parent mailings and printing: \$600 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$50</p>

<p>6.a.3 Continue to provide translation services for 100% of district and school committee meetings, events and functions.</p> <p>6.a.4 Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities. Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p> <p>6.a.5 Utilize the automated phone system to communicate with parents about school events and student absences.</p>			<p>Source LCFF Supplemental & Concentration Object Code 4300</p> <p>Automated phone system (see 3.b.1)</p> <p>Newsletters funded through Probation</p>
<p>6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities. Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p>		<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No cost Parent seminars covered by CADA; translation provided by JCCS staff.</p>
<p>6.c.1 Assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.</p> <p>6.c.2 Include parents in all required and requested student IEP assessments through interview and completion of parent questionnaires.</p> <p>6.c.3 Post up-to-date parent information in English and Spanish on the SBCEO Special Education Website related to common core standards and students with disabilities, SBAC, community resources, and parenting resources.</p> <p>6.c.4 Mail parent newsletters in English and Spanish. Newsletters will include information related to the instructional program, parent programs, and community resources.</p>	<p>LEA-wide</p>	<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>X Other Subgroups:(Specify) Students with Disabilities (6.c.1-3)</p>	<p>Expenditure: Source: Object Code: Source: AB602, IDEA</p>

Annual Update

Original GOAL from prior year LCAP:	<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 style="text-align: center;">Related State and/or Local Priorities:</p> <p style="text-align: center;">1 x 2 x 3 x 4 x 5 x 6__ 7 x 8 x</p> <p style="text-align: center;">COE only: 9 x 10 x</p> <p>Local : Specify _____</p>				
Goal Applies to:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Schools:</td> <td style="text-align: center;">All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td style="text-align: center;">All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					
Expected Annual Measurable Outcomes:	<p>1.a Develop and fully utilize an Individualized Learning Plan (ILP) for 100% of JCCS students.</p> <p>1.b Staff will study ELA and Math CCSS and ELD Standards and begin to make necessary instructional shifts (as measured through the CALL Framework, classroom observations and review of IEP goals).</p> <p>1.c.1 CCSS Implementation Plan will be updated and refined, and instructional materials will be evaluated to determine alignment with Common Core State Standards.</p>	<p style="text-align: center;">Actual Annual Measurable Outcomes:</p> <p>1.a All four JCCS schools have implemented the use of the ILP. Transcripts of 100% of JCCS students have been reviewed in the development of ILPs.</p> <p>1.b Two JCCS teachers were trained in the CALL Framework training in 2013-14. JCCS planned to send a second group of teachers to CALL training, but it is no longer offered in Santa Barbara or neighboring counties.</p> <p>A classroom walkthrough observation tool is currently being developed by JCCS staff and will be ready for use in fall 2015. Based on identified practices learned through 2014-15 professional development, specific strategies, techniques and areas of emphasis are being identified for system-wide implementation and calibration for the purpose of improving instructional practice and enhancing student engagement. The observation tool will be used by the JCCS Director during classroom walkthroughs. It will also be available for use with peer observations.</p> <p>1.c.1 The CCSS Implementation Plan was twice updated and Board approved (12/5/14 and 3/5/15), and includes professional development, instructional materials and technology specifically related to Common Core State Standards.</p> <p>As a part of the plan, JCCS staff reviewed math curriculum during the 2014-15 school year. It was decided that Odysseyware will be piloted during the fall of 2015. Administrative and webinar-based trainings are scheduled for mid-May and early June of 2015.</p> <p>The Next Generation Common Core aligned version of Read 180 was reviewed and purchased, and the conversion is planned for June 2015. Ten staff members participated in an initial training on either March 2 or 5, 2015.</p> <p>With the downsizing of community schools and the reduction in hours for the JCCS computer support technician, the JCCS Director worked with READ 180 to host the program and provide support services. JCCS Reading 180 data and support will be managed by Scholastic in 2015-16.</p>				

1.c.2 100% of JCCS students will have sufficient access to the standards aligned instructional materials, as evidenced by the Williams Report

1.c.3 By June 2015, instruction in 25% of JCCS ELA and Math courses will reflect movement toward CCSS standards

1.d.1 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.

1.d.2 JCCS will identify CTE courses appropriate to the court and community school setting and will coordinate with ROP Director to facilitate delivery.

1.d.3 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.

1.c.2 The JCCS Williams Instructional Materials Report verifies 100% compliance.

1.c.3 The JCCS Director can verify through formative assessments (i.e., classroom observations, lesson plans, teacher discussions) that 4 of 10 instructors are consistently integrating CCSS into ELA and Mathematics coursework. The classroom walkthrough observation tool discussed in 1.b will be instrumental as the staff moves toward greater implementation.

1.d.1 A significant issue in all JCCS schools is that many students are short term and the duration of their enrollment in our schools is not long enough to complete A-G coursework. CyberHigh A-G courses have been made available to 100% of students, however, 0% have been with us long enough to complete all modules of the coursework. Odysseyware is currently being considered as an alternative to CyberHigh for A-G coursework, as it may provide credits that are more transferrable for core subjects.

During the 2014-15 school year, 100% of JCCS students were extremely delinquent in graduation credits. A strong academic focus this year has been on helping students with credit recovery.

1.d.2 Administrators and staff are scheduled for training in Odyessyware (see 1.c.1), which will be piloted in the fall of 2015. The system contains over 60 courses in 8 different industry sectors. If the pilot is successful and Odysseyware is adopted, staff will evaluate which CTE courses will work within the scope of our JCCS program. JCCS staff will work with the ROP Director beginning in summer 2015 to analyze and identify which CTE courses to offer.

1.d.3 Coordinated efforts across JCCS staff, special education staff, probation, and community organizations allowed students the opportunity to attend presentations by guest speakers and participate in instructional activities aimed at increasing exposure to post-secondary options and building capacity for participation in post-secondary activities at various time throughout the year.

In March 2015, students in Los Robles School participated in a career week program that includes guest speakers, financial management, mock interviews, public speaking, financial aid, and college career and academic programs.

Los Robles students participated career fairs with Santa Barbara Community College on 1/9/15 and 1/16/15. FitzGerald students participated in a career fair with Allan Hancock College, the Santa Barbara Scholarship Foundation, and the Workforce Investment Board on 11/20/14.

A career and college aptitude assessment was piloted with a small number of students in the community schools, and this will be expanded in 2015-16.

1.d.4 Eligible students will be provided access to the Early Assessment Program (EAP) exam upon request.

1.d.5 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.

1.e.1 All required state assessments will be administered, analyzed and reported, including:

- API
- CAHSEE: Three-year average pass rates for JCCS 10th graders will increase by 2% annually from the current pass rate of 46% for Math and 52% for ELA.
- Smarter Balanced Assessments: JCCS staff will continue to administer according to state guidelines.

1.f.1 100% of local assessments will be reviewed for relevance and/or alignment with new state standards. Staff will determine how to best utilize existing local assessment data to inform instruction and monitor achievement. Current assessment measures for further investigation include:

- NWEA MAP
- Read 180
- District Writing Assessment
- Smarter Balanced Interim Assessments

100% of students receiving special education services have participated in vocational counseling according to services and supports indicated in ITPs and IEPs. 100% of ITPs, ILPs, and IEP Goals are aligned and address post-secondary skills, needs, and interests for students with disabilities.

1.d.4 In 2014-15, no JCCS students requested to participate in the EAP exam.

1.d.5 For Students with Disabilities who are 15 years or older, 100% of 2014-15 IEPs include ITPs.

All required state assessments have been administered during the 2014-15 school year according to state guidelines and with IEP-identified accommodations and modifications, including:

- API: suspended for 2014-15
- CAHSEE: The three-year (2013, 2014, 2015) average pass rates are: 51% Math; 58% ELA. The goal of increasing by 2% was met through an increase of 5% in Math and 6% in ELA.
- Smarter Balanced: assessments were administered on the following schedule, and results are expected approximately 8 weeks after the last student takes the exam.
 - Grades 7-8 - March 9 - May 29
 - Grade 11 - April 27 - May 29

For NWEA, JCCS recently switched to a hosted, web-based system that was updated to align with CCSS. Professional development in the use of the new system is planned for June 2015. JCCS administration will continue to review NWEA to ensure system usability and appropriateness of reports.

Read 180 was updated and is now CCSS-aligned and hosted by Scholastic. The decision to have Scholastic host our data was made because of necessary reductions in IT support for the 2015-16 school year.

The District Writing Assessment was reviewed, and it was determined that the exam remains valid for use as a local assessment.

For students with disabilities, additional assessments may include:

- WIAT
- Woodcock-Johnson
- SANDI, Steps to Success Online Assessments

1.g 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 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.

1.h.1 70% of English Learners who test with JCCS for two consecutive CELDT administration cycles will improve by at least one proficiency level.

1.h.2 JCCS staff will engage in research-affirmed professional learning specific to English Learners that is strategically designed by the JCCS Director in consultation with SBCEO Curriculum & Instruction department.

1.h.3 100% of English Learners eligible for reclassification will be reclassified. It is common for eligible ELs to enter JCCS without having been reclassified by their home districts.

- JCCS administrators and the JCCS testing coordinator have reviewed the Smarter Balanced Interim Assessments and will work with staff during the summer of 2015 to incorporate them as a formative assessment measure. Staff training will begin in August 2015.
- The Physical Fitness Test was administered in April 2015 for 7th and 9th graders.

Special Education Assessments

- During the 2014-15 school year, 19 students in the court and community schools were assessed using either the WIAT or Woodcock Johnson as part of the required triennial evaluation and/or IEP annual review.
- During the 2014-15 school year, no students were assessed using the SANDI, which is designed to assess students with more significant disabilities.

1.g General and special education staff consulted daily regarding instructional materials and environmental needs of students with disabilities. Collaborative discussion and planning for more intensive needs occurred routinely at weekly or bi-monthly staff meetings. Intensive interventions included alternate curriculum, instruction in alternate settings, designated support services, including intensive individual counseling, and the use of assistive technology to provide access to grade level standards and the general education environment.

1.h.1 68% of English Learners improved by at least one proficiency level on the CELDT assessment; 16% of ELs increased by two proficiency levels. Sixteen (16) ELs are currently being reviewed for reclassification.

1.h.2 JCCS staff attended SBCEO ELD Standards and Framework training as follows:

- 10/14/15: JCCS Leadership Team (7 members) attended
- 2/11/15: 5 teachers and 3 teaching assistants attended

1.h.3 As mentioned above in 1.h.1, 16 English Learners are currently being evaluated for reclassification.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</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>Release time for staff development – \$10,000 Source: LCFF (Object Codes1000-3000)</p>	<p>1.a: Teachers and Teaching Assistants assess students upon admission and work with them throughout the school year to create and update Individualized Learning Plans to ensure academic needs are being met and to monitor progress in course completion. ILPs are maintained for 100% of students in court and community schools. As an example of the effectiveness of the ILP process, we have identified that 70% of 11th and 12th grade students returned to their home districts on track for graduation.</p> <p>Special education teachers have developed ILPs that align with ITPs and IEP goals for 100% of students with disabilities upon enrollment and receipt of sending district records. As students move between court and community schools, IEPs and ILPs are shared to maintain continuity.</p> <p>1.a.2: In all schools, master schedules are developed based on need, and ILPs and transcripts are analyzed as a part of the process. The protocol we have in place has proven to be extremely effective. As an example, although student enrollment is declining and only two teachers are required to meet the 20:1 student teacher ratio at Los Robles, based on a review of ILPs and transcripts a decision was made to fund an additional teaching position in order to provide a wider breadth of direct instruction course offerings.</p>	<p>1.a Teaching Assistants: \$36,492 LCFF Supplemental & Concentration (S & C) (2100 / 2140) Note: this item was not included in the 2014-15 LCAP and should have been.</p> <p>Release time for staff development was covered through Title I-D.</p> <p>1.a.2 Leadership Team: Mileage: \$665 LCFF S & C (5200) Substitute teachers: \$2,415 LCFF S & C (1140) Additional JCCS teacher: \$131,523 LCFF S & C (1100)</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</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>Quarterly Curriculum Team Mtgs. - \$15,000 Source: LCFF (Object Code 5000)</p>	<p>1.b.1: JCCS provided staff members with a series of professional development opportunities specific to the new standards for ELA, ELD and Math, including:</p> <ul style="list-style-type: none"> • California ELD Standards Overview - 10/14/14 (all Leadership Team members - 5 teachers; 2 administrators) • 2015 ELA-ELD Framework Overview for Teachers - 2/11/15 (7 teachers; 3 teaching assistants) • Common Core Study Session - 4/2/2014 (all JCCS teachers; 5 special education staff) • Understanding the Science of Change, Horacio Sanchez - 8/5/2014 – (all JCCS staff: teachers, teaching assistants and counselors; 11 special education staff, including 5 case managers/teachers, 5 Instructional Assistants, 1 school psychologist) • Close Reading and Writing, Douglas Fisher - 11/19/2014 (all JCCS teachers) • Common Core Geometry - 10/15/2014 (1 teacher) • C&I Math Specialist program review and recommendations - 12/8/2014 (JCCS Director and SBCEO Mathematics Coordinator) • Digital Leadership exploration of how technology can support the CC shift - 12/1, 12/11 (JCCS administrators) • READ 180 – 3/5, 3/6/2014 (all Read 180 teacher/TA teams) • Odysseyware Administrative Training – 4/18/2015 (JCCS administrators and Special Education Coordinator) • Odysseyware: Administrative Training, May 18, 2015; Teacher Training, June, 2015 • Disciplinary Literacy in History – 3/17/15 (2 teachers) • Special Education – Aligning IEPs to Common Core State Standards: Goal Writing and Beyond for Students with Disabilities - 10/30/14 & 4/15/15 - 5 special education staff (3 case managers/teachers, 1 school psychologist, 1 coordinator) • Special Education teachers – review of Common Core Aligned IEP Goals – 11/19/14 - 5 special education staff (4 case managers/teachers, 1 coordinator) 	<p>1.b.1: Professional Development</p> <ul style="list-style-type: none"> • Registrations: \$3,473 LCFF S & C (5200) • Substitute teachers: \$240 LCFF S & C (1140) <p>Release time for quarterly curriculum meetings was covered through Title II.</p>
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		100% of special education students have IEP goals that reflect alignment with CCSS. Special education teachers regularly use CCSS Math and ELA/ELD frameworks to develop IEP goals, plan instruction, and support students in the general education setting. Teachers use the CCSS ELA Goal Writing Document developed by the CDE to identify specific skills required for students to achieve standards and participate in core instruction.	
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.		1.b.2 Teachers have been provided standards-based professional development, and through observation and lesson plan review, the JCCS Director has identified that teachers are increasingly including what they've learned in professional development. There is evidence of standards-based lesson design and assessment. Teachers have incorporated a significant role for Teaching Assistants to ensure struggling students are fully supported. CALL Framework trainings were not provided in Santa Barbara County during 2014-15, and many JCCS teachers who were initially trained have left the district. JCCS was unable to expand the use of the CALL Framework.	1.b.2 Expenditures for Teaching Assistants included in 1.c.1
Scope of service: LEA-wide		Scope of service: LEA-wide	
X ALL		X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1.c.1 JCCS will create a Common Core Implementation Plan. CCSS-aligned curriculum materials will be evaluated, approved/adopted, and implemented, as appropriate.	Walkthroughs, internal audits – \$4,000 Source: LCFF (Object Codes 1000-3000) CCSS-aligned materials/s: \$20,000 - \$40,000 Source: CCSS (Object Codes 1000-3000)	1.c.1: The adopted JCCS Common Core Implementation Plan included specifically identified professional development, as outlined in 1.b.1. All JCCS and special education staff were involved a full compliment of standards-based professional development, and significant follow-up support occurred during Leadership Team meetings, staff meetings, and through direct support from the JCCS Director. It was determined that the Read 180 software and lab needed to be upgraded to align with ELA CCSS. It was also identified that Instructional Assistants play an important role in Read 180 by working closely with the teacher to provide students with small groups and one-to-one support. Effective use of the upgraded Read 180 program will be a strong focus during the 2015-16 school year. In summer 2015, the JCCS Leadership will update the professional development plan for 2015-16.	1.c.1 Scholastic Read 180 upgrade: \$3,600 LCFF S & C (5800) IT support: \$240 LCFF S & C (5000s) Instructional Assistants: \$91,418 LCFF S & C (2100) Note: No expenditures for walkthroughs or internal audits.

1.c.2 JCCS staff will ensure that all students will continue to have sufficient access to standards-aligned instructional materials.

1.c.3 JCCS staff will continue to incorporate standards-based lessons into courses.

1.c.2: In early fall 2015, JCCS will pilot Odysseyware in juvenile hall as a CCSS-aligned Math option for system-wide use. Odysseyware is also being examined as a delivery system for CTE courses. JCCS will continue the process of seeking out CCSS Math and ELA instructional materials appropriate for court and community schools, and we will continue networking with other JCCS programs and county offices regarding effective CCSS instructional materials appropriate to our unique alternative settings. It was through the SPSSC network that we learned about Odysseyware.

1.c.3: A classroom walkthrough observations tool is currently being developed by JCCS staff for the purpose of observing and calibrating instructional practice and student engagement in the following areas: student academic discussions, Tier II vocabulary development, Close Reading and Read 180 implementation. The observation tool will be used by the JCCS Director during classroom walkthroughs in 2015-16.

IEP goals include CCSS language and give consideration to skills required for students to participate in Common Core aligned instruction. In support of this goal, staff members were involved in the following trainings during the 2014-15 school year:

- CC Study Session - 4/2/2014 - 5 special education staff (5 case managers/teachers)
- Understanding the Science of Change, Horacio Sanchez - 8/5/2014 - 11 special education staff (5 case managers/teachers, 5 Instructional Assistants, 1 school psychologist) – included in 1.b
- Special Education – Aligning IEPs to Common Core State Standards: Goal Writing and Beyond for Students with Disabilities - 10/30/14 & 4/15/15 - 5 special education staff (3 case managers/teachers, 1 school psychologist, 1 coordinator)
- Special Education – review of Common Core Aligned IEP Goals – JCCS JAL Agenda, handouts – 11/19/14 - 5 special education staff (4 case managers/teachers, 1 coordinator)

1.c.2
Funded by
Common Core
Implementation
Funds

1.c.3 Professional
development costs
are included in 1.b.1
or funded through
IDEA or AB 602

Scope of service: **LEA-wide**

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

Scope of service: **LEA-wide**

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

<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>1.d.1-1.d.3 Licenses \$2,000 Source: LCFF (Object Code 5000)</p> <p>Hardware/wiring \$4,000 Source: LCFF (Object Code 5000)</p> <p>Staff release time \$1,000 Source: LCFF (Object Code 1000-3000)</p> <p>TYS Student Data Advisor \$110,000 Source: Title I –D</p> <p>Training \$2,000 Source: LCFF (Object Code 5000)</p>	<p>1.d.1 JCCS offers A+ online credit recovery courses for students who are independent workers. Teaching Assistants are paired with teachers to ensure appropriate support for students utilizing the A+ program. In addition to providing credit recovery opportunities during the school day, staff at Los Robles provide school support 1-2 hours per day, two days per week, at least 45 weeks of the year. JCCS staff members are also in the process of exploring Odysseyware as another option or replacement for credit recovery.</p> <p>In 2015-16, a system will be developed to systemically track A+ courses taken and credits earned by students matriculating in and out of JCCS. We didn't have a system in place to query schoolwide or districtwide data, but we have a process in place for 2015-16.</p>	<p>1.d.1-1.d.3 A+ Anywhere Learning: \$4,400 LCFF S & C (5800) The cost of licensing was higher due to the upgrade.</p> <p>Teaching Assistants support for A+: \$38,068 LCFF S & C (2100)</p>
<p>1.d.2 JCCS will research CTE courses and identify a course and/or courses that will be appropriate for delivery in the court and community school programs.</p>	<p>Materials \$1,000 Source: LCFF (Object Code 4000)</p> <p>Sources: IDEA & AB 60</p> <p>Sources: IDEA & AB 60</p>	<p>1.d.2 Administrators and staff are currently being trained in Odyessyware, to be piloted in the fall of 2015. The system contains over 60 courses in 8 different industry sectors. If the pilot is successful and Odysseyware is adopted, staff will evaluate which CTE courses will work within the scope of our JCCS program. We are also working with the SBCEO ROP Director to assist with the evaluation. We are anxiously language around the Governor's CTE Incentive Grant Program, and we plan to include JCCS in the CTE grant.</p>	<p>Substitute teachers: \$230 LCFF S & C (1140) Mileage: \$80 LCFF S & C (5200)</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 Los Robles students participate in career awareness programs.

- 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.

1.d.4 College preparedness Early Assessment Program (EAP) exams will be offered and administered upon request by eligible students.

1.d.5 JCCS IEP teams will improve the quality of students' ITPs by doing the following:

- Exploring career interest assessment tools that are current and reflective of individual learning styles;
- 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.

1.d.3

100% of Los Robles students participated in a career week program that included guest speakers, financial management, mock interviews, public speaking, financial aid, and college career and academic programs. (March 23-26, 2015)

Special education transition/vocation advisors coordinated monthly sessions at Dos Puertas that focused on career interests, exploration, and preparation. Topics and guest speakers were derived from student interest surveys and interviews.

A Student Data Advisor provided support for assessments, career/technical options and transitional services, and served as a conduit for communication with staff, districts and probation.

A meeting was held on 2/2/2015 that included Student Data Advisor-Transition Services, Special Education Transition services personnel, special education case managers, and special education coordinator, and JCCS Director. The team reviewed processes for obtaining records, reviewing IEPs and ITPs, and communicating with districts of residence. Meeting outcomes included an updated communication plan for the transition of students in and out of court schools, and the establishment of a protocol for including documentation of probation assigned vocational programs and activities with student records.

1.d.4: Communication was provided and students were offered the EAP, however no JCCS students participated.

1.d.5

Special education transition/vocation advisors coordinated monthly sessions at Dos Puertas focused on career interest, exploration, and preparation. Topics and guest speakers were identified through from student interest surveys and interviews.

Students attending Los Robles, Dos Puertas, and El Puente were offered vocational/transition advisement sessions at least once a month in a 1:1 setting.

An analysis of post-secondary outcomes shows that of the 24 2013-14 community school graduates, 13 enrolled in post-secondary education, and of the 8 court school graduates, 6 enrolled in post-secondary education.

1.d.3

Student Data Advisor salary and benefits: \$22,871 LCFF S & C (2000s) (remainder funded through Title I-D)

Mileage to Career Fair planning meetings: \$260 LCFF S & C (5200)

1.d.5

After school vocational/transition advisement (funded through Title I-D)

<p>•</p>		<p>Throughout the 2014-15 school year, JCCS IEP teams aligned all ITPs with student ILPs, courses of study, district issued rehabilitation plans, and common core aligned goals.</p> <p>During the 2014-15 school year, special education transition specialists, vocational advisors, and teachers utilized current assessment tools to determine student interest and skill.</p> <p>Special education teachers are currently researching skills and dispositions required of 21st Century learners and present in common core standards in order to improve support of post-secondary transition goals and implementation of ITPs.</p>	
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p>X ALL</p>		<p>X ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</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>Data \$82,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>1.e .1-4 The JCCS data support technician supported the implementation and review of all district data.</p> <p>The JCCS testing coordinator supported the administration of all district assessments and is guiding the review of Smarter Balanced Interim Assessments for use as a local assessment.</p> <p>1.e.1: API was suspended by CDE for the 2014-15 school year.</p>	<p>1.e.1-4 JCCS data support technician</p> <ul style="list-style-type: none"> • \$ Salary/Benefit: \$91,109 LCFF S & C (2400) • Mileage: \$2,180 LCFF S & C (5200) <p>Testing Coordinator: \$21,663 LCFF S & C (5850/5200) Note: This expenditure is important to actions/services 1.e.1-4 and should have been included.</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). 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.2 In 2014-15, a JCCS lead teacher created a CAHSEE test preparation strategy, involving teacher and peer review of high frequency CAHSEE questions. The strategy will be expanded throughout the district in 2015-16.</p> <p>In addition to specific CAHSEE test prep, all JCCS teachers continually integrated CAHSEE subject matter into ELA and Math coursework, as verified by the JCCS Director.</p> <p>100% of IEPs for students being administered the CAHSEE included accommodations and assistive technology supports required for students to access assessment material. Supports and accommodations are made available to students throughout daily instruction and during assessment, as per their IEPs.</p> <p>1.e.3 Smarter Balanced Assessments were administered on the following dates:</p> <ul style="list-style-type: none"> - Grades 7-8 - March 9 - May 29 - Grade 11 - April 27 - May 29 <p>All IEPs for students being administered the Smarter Balanced Assessment include accommodations and assistive technology supports required for students to access the assessment material. Supports and accommodations were made available to students throughout daily instruction and during assessment, as delineated in IEPs.</p> <p>1.e.4: The JCCS testing coordinator is guiding the review of Smarter Balanced Interim Assessments for use as a local assessment. JCCS staff will make a determination about how to use Interim Assessments by fall 2015 and will create a plan to train and support staff in effective use and calibration.</p>	<p>1.e.2 Subs for CAHSEE test prep: \$480 LCFF S & C (1140)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p>X Other Subgroups:(Specify) Students with Disabilities (1.e.2-3)</p>	
<p>1.f.1. The JCCS Director will attend training on the use of NWEA MAP assessments.</p> <p>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.</p>	<p>Release time for staff \$20,000 Source: LCFF (Object Codes 1000-3000)</p> <p>Annual MAP renewal \$3,600 Source: Title I-D (Object Code</p>	<p>1.f.1 The JCCS Director is scheduled to participate in NWEA webinar-based trainings in June 2015.</p> <p>1.f.2 A testing coordinator supported the administration of all district assessments and is assisting with the review of Smarter Balanced Interim Assessments. The Testing Coordinator will participate in the above-mentioned NWEA webinars with the JCCS Director in June 2015.</p>	<p>1.f.1 All associated release time was funded through Title I-D</p> <p>1.f.2 Testing Coordinator: Contract: \$10,832 LCFF S & C (5850) Note: This</p>

<p>1.f.3. A teacher assessment team will review district assessments for appropriateness and relevance.</p> <p>1.f.4. All teachers will receive training on the use of the district-approved assessments to place students, monitor progress, and inform instruction.</p> <p>1.f.5. 50% of teachers will integrate the use of the District wide assessments to monitor progress and inform instruction.</p>	5000)	<p>1.f.3 By August 2015, the JCCS Director and Testing Coordinator will evaluate NWEA to determine continued system viability and appropriateness of reports. Smarter Balanced Interim Assessments are strongly being considered as an alternative to NWEA, however, a final decision will not be made until after the June 2015 webinars and June-August 2015 analysis of Smarter Balanced Interim Assessments.</p> <p>1.f.4 Teacher training on updated district-approved assessments will occur in August and September 2015.</p> <p>1.f.5 100% of students are given a math and reading assessment upon entry and 100% of students participate in quarterly writing assessments, all of which inform placement and instructional needs. JCCS administrators are currently evaluating the updated NWEA system, as described in 1.f.1-3 above.</p>	<p>expenditure is important to actions/services 1.f.1-4 and should have been included.</p> <p>1.f.5 NWEA renewal: \$3,750 (Title 1-D funded)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>1.g. JCCS will improve outcomes for students with disabilities through the following actions:</p> <ul style="list-style-type: none"> • Provide training on collaborative, co-teaching model to all JCCS staff that addresses differentiated instruction, accommodations and modifications, environmental arrangement, and communication styles of adults and students. • 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>Sources: IDEA and AB 602</p>	<p>1.g Students with disabilities attending Los Robles who test below a 600 Lexile are consistently administered the SPI assessment and placed on System 44. Students are also provided access to books on tape within both the Read 180 and System 44 programs.</p> <p>Students with disabilities at El Puente are supported with the Reading Plus program.</p> <p>Students with disabilities at Dos Puertas are provided supplementary support to core academics through AGS Exploring Literature and Steck-Vaughn Reading Comprehension - Main Ideas, Facts, and Sequencing.</p> <p>Special education administrators conduct classroom observations and walkthroughs at least one time per quarter. Special education JAL meetings are held monthly to support collaboration and development of professional practice.</p>	<p>All expenditures were funded through IDEA and AB 602.</p>

Scope of service: LEA-wide		Scope of service: LEA-wide	
X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		X ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>1.h.1. JCCS staff will annually administer the CELDT test to measure and monitor English language acquisition of all ELs.</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. 	Data Analysis \$10,000 Source: LCFF (Object Codes 1000-3000)	<p>1.h.1 JCCS designated two staff members to administer the CELDT assessment. English Learners were assessed in a timely and effective manner. Students new to JCCS were reviewed upon intake and tested as appropriate.</p> <p>The coordinators trained all staff on CELDT assessment and supported them in understanding CELDT results. Mileage for training and support is funded through LCFF.</p> <p>1.h.2 English Learners who are not yet ready to enter Read 180 are enrolled in System 44 to receive explicit instruction in phonics, comprehension, vocabulary and writing.</p> <p>English Learners are provided the Read 180 program for explicit academic language instruction, opportunities for structured academic discussion, and scaffolded writing.</p> <p>Math and reading entry assessments and quarterly writing assessments are carefully reviewed and analyzed for all students, including ELs.</p> <p>During most staff meetings, time is designated to review and discuss language and academic needs of English Learners. JCCS Leadership will continue to focus on translating the discussions into improved classroom instruction for ELs.</p> <p>All JCCS Leadership Team members (7 total) attended the California ELD Standards Overview training on 10/14/14 offered by SBCEO.</p> <p>CALL training is no longer available in Santa Barbara County.</p>	<p>Mileage for CELDT testing coordinators to support staff: \$639 LCFF S & C (5200)</p> <p>All expenses are included in 1.b.2 and 1.c.1</p>
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils X English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils X English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<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>Data Analysis \$1,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>1.h.3 Using the JCCS reclassification criteria, students are reviewed regularly for reclassification. Sixteen English Learners are currently being evaluated for reclassification.</p> <p>The 2014-15 analysis of CELDT results shows that of the 21 ELs who tested with JCCS two consecutive CELDT cycles, 62% advanced at least one proficiency level.</p> <p>RFEP students are closely monitored by classroom teachers and through the use of the ILP to ensure continued success with academic and language skills.</p>	<p>1.h.3 It was not necessary to pay staff to attend work sessions.</p>	
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1. A decision was made to fund an additional teacher at Los Robles High School in order to provide greater access to direct instruction courses. With reduced enrollment, it would have been possible to eliminate a full-time teaching position, however, this would have required us to eliminate many direct instruction classes and replace them with computerized courses. By providing an additional teacher, we were able to provide 14 direct instruction classes, rather than 9. This has been an effective practice, and we plan to continue to provide an additional teacher at Los Robles in 2015-16. 2. In reviewing the 2014-15 LCAP, we realized we did include Teaching Assistants, and they play an important role in supporting JCCS students. Although enrollment is declining, a decision was made to retain Teaching Assistants to assist teachers in providing much needed small group and 1:1 support. 3. If Odysseyware is successfully piloted for Mathematics and CTE courses, JCCS will expend funds towards licensing and data hosting. 4. Due to declining enrollment, a decision was made to reduce the JCCS computer support technician position to .5 FTE. 5. With the downsizing of community schools and the reduction in hours for the JCCS computer support technician, the JCCS Director worked with READ 180 to host the program and provide support services. JCCS Reading 180 data and support will be managed by Scholastic in 2015-16. 			
<p>Original GOAL from prior year LCAP:</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>Related State and/or Local Priorities:</p> <p>1 x 2 x 3__ 4 x 5 x 6__ 7 x 8 x</p> <p>COE only: 9__ 10</p> <p>Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>		
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>		
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>		<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>2.a 100% of JCCS teachers will be highly qualified and appropriately assigned.</p> <p>2.b1 JCCS staff will update the CCSS Implementation Plan to provide greater access to relevant professional development specific to state standards and ELA/ELD Framework and differentiated instruction. 100% of staff will be engaged 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.c Technology plan will be updated to include effective use of instructional technology.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>2. Currently, 67.27% of core course sections at the community Schools are taught by NCLB compliant teachers. 76.81% of core course sections at the Court Schools are taught by NCLB compliant teachers.</p> <p>The Assistant Superintendent of Human Resources and the Santa Barbara County Education Association (SBEA) President are currently working with the Assistant Superintendent of Educational Services and Director of JCCS to establish a requirement that all teachers become HQT in all core subject areas to ensure 100% compliance. We are working closely with VCOE to arrange VPSS coursework in the two needed subject areas of Science and Social Science.</p> <p>2.b.1 The 2014-15 CCSS Implementation Plan is being utilized to ensure JCCS staff are receiving relevant and appropriate training (see Actions/Services 1.b.1 for a listing of identified trainings). Creating this plan was instrumental ensuring that all professional development opportunities are targeted and standards-based. The CCSS Implementation Plan for 2015-16 will be finalized in the summer of 2015.</p> <p>2.b.2 Professional development specific to literacy was a strong focus of the CCSS Implementation Plan.</p> <p>2.c The Technology Plan has been reviewed and is being implemented. A comprehensive revision of the 3-year JCCS Technology plan will be completed in 2015-16.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.a.1. Ensure that all JCCS teachers meet HQT requirements and are appropriately assigned.</p>	<p>No related cost</p>	<p>2.a.1 67.27% of core course sections at the Community Schools and 76.81% of course sections at the Court Schools are taught by highly qualified teachers.</p> <p>During the 2015-16 school year, schedules will be altered to endure subject area HQT for all courses, and all non-HQT teachers will be required to successfully complete coursework and receive appropriate subject area certification(s), as described in the Actual Annual Measurable Outcome 2.a above.</p>	<p>2.a.1 No expenditures for 2014-15</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<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.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>Training registration and travel \$15,000 Source: LCFF (Object Code 4000)</p> <p>Substitute teachers and extra hours \$8,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>2.b.1 JCCS staff engaged in a series of valuable professional development trainings specific to the ELD Standards, ELA/ELD Framework, ELA and Math CCSS. (See 1.b.1 above for trainings.)</p> <p>2.b.2 Only two JCCS regular education staff members attended the original CALL Framework training. Since CALL training is no longer available in SB County for new staff, JCCS will focus on other areas of development in language and literacy.</p> <p>2.b.3 100% of JCCS staff attended the Horacio Sanchez training, <i>"Understanding the Science of Change: A Brain-based Learning Framework"</i> on August 5, 2014.</p> <p>JCCS Leadership members were provided a copy of <i>A Brain-Based Approach to Closing the Achievement Gap</i>, by Horacio Sanchez.</p> <p>The JCCS Director led a chapter study in Leadership on the Horacio Sanchez book.</p> <p>The JCCS Director continues to include information from the Horacio Sanchez training as a foundation for discussions around such topics as: consistency at school sites, schedules, literacy, and the CHAMPS positive behavior system.</p> <p>Ongoing discussions occur regarding strategies for using the <i>Brain-based Learning Framework</i> in their classrooms.</p> <p>2.b.4 Participation in the Teacher Induction Program was explored, however, due to program hours and location, no JCCS staff members participated in SBCEO Teacher Induction Program (TIP) sessions. TIP will continue to be available for JCCS staff in 2015-16, but we will not include it as a viable LCAP action step.</p>	<p>2.b.1 Registration expenses are included in 1.b</p> <p>2.b.2 N/A for the action/service and related expenditures.</p> <p>2.b.3 Expenses are included in 1.b</p> <p>2.b.4 N/A for the action/service and related expenditures.</p>
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2.c. Update the SBCEO Technology Plan to incorporate the effective use of instructional technology. 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.		Expenditure: Training registration and travel \$2,000 Source: LCFF (Object Code 4000) Expenditure: Substitute teachers and extra hours \$2,000 Source: LCFF (Object Codes 1000-3000)	2.c <ul style="list-style-type: none"> The JCCS Director participated in study sessions and attended <i>Common core Meets Digital Literacy: Transforming the Culture of Learning</i> with Alan November. The JCCS Director will work with staff to apply this new learning as the 2015-16 technology plan is updated in the summer of 2015. The JCCS Director worked closely with the SBCEO Director of Educational Technology to discuss and consider implementation ideas for the 2015 technology plan update. 		2.c Professional development Expenses are included in 1.b.1
Scope of service: LEA-wide			Scope of service: LEA-wide		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ol style="list-style-type: none"> JCCS staff and probation partners will receive training in understanding graduation options in order to improve guidance counseling for students and parents/guardians. It was determined that within JCCS, four teachers are not highly qualified to teach science and two teachers are not highly qualified to social science. A decision was made to adjust schedules for the 2015-16 school year, and require JCCS teachers to successfully complete coursework and receive appropriate subject area certification(s) by June 2016. When the SBCEO professional development schedule is finalized, JCCS will identify LCAP-aligned training opportunities and register JCCS staff for trainings. Although the Teacher Induction Program will continue to be offered, it will not be included in the 2015-16 LCAP. 			
Original GOAL from prior year LCAP:	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.		Related State and/or Local Priorities: 1 x 2 x 3 4 x 5 x 6 x 7 8 COE only: 9 10 Local : Specify _____		
Goal Applies to:	Schools: All				
	Applicable Pupil Subgroups:	All			

<p>Expected Annual Measurable Outcomes:</p>	<p>3.a.1 Decrease the number of JCCS suspensions by 1% per year through a combination of programs and strategies that support positive behavior, academic engagement, transition, counseling, and rehabilitation.</p> <p>3.a.2 Research and develop a JCCS positive behavior plan that promotes positive student behavior and responsibility. JCCS staff will be trained to implement new behavior support programs.</p> <p>3.b.1 To provide continuity in instruction, enhance the ability to earn required credits, and gain skills in citizenship and personal accountability, attendance will be closely monitored and JCCS staff and counselors will provide guidance to minimize disruptions to student learning. Student attendance in JCCS schools will increase by .5% from an average of 88% per month, as measured through AERIES attendance reporting.</p> <p>3.b.2 To promote a coherent educational program of study, chronic absenteeism will be reduced by 1% for students who have been enrolled for 85 days or more. The current rate of chronic absenteeism is 37%. This will be accomplished through a combination of behavioral supports, academic supports, transition services, closely monitoring rehabilitation plans, and through the use of an approved program or identified of strategies to enhance positive behavior and responsibility in students.</p> <p>3.c.1 To ensure JCCS students enroll in and complete appropriate courses, a protocol will be developed to guide enrollment, course counseling and monitoring processes.</p> <p>3.c.2 To ensure academic coherence, 63% of students will be successfully reintegrated into their district of residence and remain out of the court schools.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>3.a.1 Using the suspension rate calculation formula provided in the LCAP appendix, the suspension rate for 2014-15 is calculated to be 4.9%, reduced from 10% in 2013-14.</p> <ul style="list-style-type: none"> In 2013-14, 777 JCCS students were suspended; 59 (of 317) in community schools, and 19 (of 460) in court schools, for an overall suspension rate of 10%. In 2014-15, 30 JCCS students were suspended; 24 (of 204) in community schools, and 6 (of 404) in court schools, for an overall suspension rate of 4.9%. <p>3.a.2 A committee comprised the JCCS Director, Special Education Coordinator, two special education teachers, and the Student Data Advisor developed a positive behavior plan. Training was provided to 100% of JCCS staff.</p> <p>3.b.1 JCCS student attendance decreased in 2014-15 by .5% (from 88% in 2013-14 to 87.5% in 2014-15).</p> <p>At Fitzgerald Community School, a decision was made at the end of 2013-14 to reduce Independent Study in favor of direct instruction. With Independent Study, attendance is based on the completion of student work, including initial submissions and corrections. Attendance rates tend to be higher when utilizing an Independent Study model. For this reason, 2014-15 will provide a more realistic baseline for attendance at Fitzgerald.</p> <p>3.b.2 The chronic absenteeism rate among JCCS students was 20.8% in 2014-15, which was an increase from 16.3% in 2013-14. Chronic absenteeism was significantly affected by the transition from Independent Study to direct instruction (see comment in 3.b.1), and for this reason 2014-15 will serve as a more appropriate baseline year.</p> <p>3.c.1 The ILP intake process was updated and is being consistently implemented with 100% of students to guide student course enrollment, counseling and progress monitoring.</p> <p>3.b.2 Of the 552 students processed into the court schools during the 2014-15 school year, 55% (306) were enrolled only once, and 45% (246) were repeat offenders.</p>
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3.d.1 To ensure students leave high school prepared to enter post-secondary education and/or enter the workforce, 84% of 12th grade students who are enrolled in the court and community schools at the end of their 12th grade year and enrolled for at least 85 days will graduate with a diploma.

3.d.2 For students who are not on track to graduate, JCCS will continue to offer the General Education Development (GED) exam as an alternative.

3.e.1 To enhance the culture, climate and safety of the community schools, JCCS will create a facility plan that optimizes the learning environment for all students.

3.e.2 To ensure that schools are maintained and in good repair, JCCS will ensure 100% compliance on Williams Facilities Inspection Tool (FIT).

3.d.1 Of the 31 students who graduated high school from JCCS with a diploma, 22 were enrolled in JCCS more than 85 days. The Annual Measurable Objective we wrote proved to be an extremely difficult measure to track, and we will amend the objective in 2015-16 to include a more appropriate and meaningful measure.

3.d.2 JCCS students are made aware that the General Education Development (GED) exam is an option through credit counseling provided by JCCS teachers, the Student Data Advisor, and/or JCCS administrators. No students have opted to take the GED thus far in 2014-15. For students too far behind in credits to graduate by age 18, we provide information on other options to graduating. Our students have access to Adult Education; a 5th year of high school; the California Proficiency Exam; and attending classes at one of our nationally recognized community colleges. Trainings will occur during 2015-16 to ensure that JCCS and probation staff fully understand all options available to students in order to provide comprehensive guidance.

3.e.1 The JCCS Director created a facility plan, and the plan has been implemented throughout the 2014-15 school year.

3.e.2 JCCS achieved 100% compliance on the Williams Facilities Inspection Tool (FIT).

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.a. 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>Restorative Justice practices \$6,000 \$12,000 C.H.A.M.P.S. (positive classroom management) \$18,000 \$35,000 Crisis Prevention & Intervention \$11,000 Sped. PD \$5,425 Source: LCFF (Object Code 4000)</p> <p>Translations - \$2,000 Source: LCFF (Object Code 4000)</p> <p>TYS or Student Data Advisor (see Goal 1.d.3)</p> <p>Counseling Source: Title 1-D</p>	<p>3.a.1 JCCS staff reviewed a variety of programs designed to enhance positive student behavior and responsibility. JCCS staff identified CHAMPS for 2014-15 and 2015-16 implementation, and Restorative Justice for 2015-16 training and 2016-17 implementation. All JCCS staff received initial training for CHAMPS in 2015.</p> <p>3.a.2 During fall 2014, JCCS staff collaborated to develop a three-year positive behavior intervention support plan, including both training and implementation. The committee included the JCCS Director, Special Education Coordinator, two special education teachers, and the Student Data Advisor. Committee members visited model programs to research effective programs for positive behavior support. The committee identified CHAMPS as a foundational component of a comprehensive positive behavior plan. Upon implementation of CHAMPS, JCCS will begin to incorporate Restorative Justice in 2016-17 as a component of the comprehensive plan.</p> <p>The following staff trainings were attended in alignment with the 2014-15 JCCS comprehensive positive behavior plan:</p> <ul style="list-style-type: none"> • 100% of JCCS staff attended “Understanding the Science of Change: A Brain-Based Learning Framework” by Horacio Sanchez on 8/14/14. The training focused on improving outcomes related to academic performance and educational climate, specifically for at-risk students. • 100% of JCCS staff attended Crisis Prevention and Intervention (CPI) training. Training dates were staggered throughout the year to accommodate all teachers and teaching assistants. These trainings were provided by the Santa Barbara County SELPA. • 100% of JCCS teachers and teaching assistants attended CHAMPS training on 2/24/2015 and 2/25/2015. 	<p>CHAMPS training (only partially funded by LCFF)</p> <ul style="list-style-type: none"> • Consultant: \$3,348 LCFF S & C (5800) • Substitute teachers: \$1,150 LCFF S & C (1140) • Classified substitutes: \$595 LCFF S & C (2140) • Books - \$1,539 LCFF S & C (4310) <p>Crisis Prevention & Intervention</p> <ul style="list-style-type: none"> • Registration: waived by SELPA • Teacher substitutes: \$2,070 LCFF S & C (1140) • TA substitutes: \$1,226 LCFF S & C (2140) • Mileage: \$175 LCFF S & C (5200) • Instructional Assistants: \$16,186 LCFF S & C (2100) <p>VCOE model program visit</p> <ul style="list-style-type: none"> • Mileage: \$62 LCFF S & C (5200)

<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • JCCS, special education and Transitional Youth staff visited VCOE court and community school programs in February 2015 to learn about positive behavior intervention supports. As a result of the visit, the transitional support plan was revised and goals were set for the integration of CHAMPS into the JCCS program. • Teaching assistants have been trained in CHAMPS and CPI for the purpose of providing needed support with the positive behavior program. <p>JCCS staff updated school rules regarding student expectations in the community schools. As a standing agenda item for staff meetings, approaches to positive student discipline have been reviewed and discussed throughout the school year.</p> <p>Improved protocols for suspension procedures were developed and presented to staff as part of our safety plan update in 2013-14. During the 2014-15 school year, an ongoing agenda item for staff meetings has been the topic of recognizing the difference between suspendable behaviors versus behaviors in which redirection is warranted.</p>	
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<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>	Expenditures and Sources: see 3.a above	<p>3.b.1 JCCS provides an automated calling system to notify parents regarding student absences.</p> <p>During 2014-15, JCCS staff have worked to coordinate and improve systems and structures to enhance academic and behavioral support and school climate. Improved attendance is designed to be one outcome of this focus. Areas of training specific to systems and structures are delineated in 3.a.2.</p> <p>The community schools focused on improved attendance through a combination of evidence-based counseling curricula, including <i>Reconnecting Youth</i> implemented at FitzGerald through CADA and <i>Mindfulness training</i> implemented at El Puente Lompoc through FSA.</p> <p>3.b.2 (see 3.a.2 above)</p>	<p>3.b.1 Automated phone system: \$750 LCFF S & C (5800) Note: this was not included in the 2014-15 LCAP and should have been.</p> <p>CADA and FSA funded through Title I-D</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
<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> <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 following 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 		Expenditures and Sources: see 3.a above	<p>3.c.1 A process was created to guide the analysis of student transcripts and identification of counseling needs. The protocol includes working with students to develop a prescriptive plan (Individual Learning Plan) to support academic progress, language development and behavioral concerns.</p> <p>In community schools, the ILP is completed as a part of the intake process. In the court schools, as soon as a student's transcript is received, the ILP is used to update each students' course requirements. For students with IEPs, the ILP is aligned with ITP and related Course of Study.</p> <p>3.c.2 See 3.a and 3.b above for specific areas focus in 2014-15.</p>		Expenditures listed in 3.a
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
<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>		Substitute teachers and extra hours \$10,000 Source: LCFF (Object Codes 1000-3000)	<p>3.d.1 For 100% of students, an ILP is created and monitored, and guidance is provided to ensure that appropriate courses are taken to either get on track or remain on track to graduate.</p> <p>3.d.2 Students who are not eligible for graduation are supported with the option to take the GED. JCCS staff provide study materials and online resources to support student success in passing the GED. No JCCS students have taken the GED during the 2014-15 school year.</p>		3.d No cost
Scope of service:	LEA-wide		Scope of service:	LEA-wide	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<p>3.e.1. Redesign of physical space:</p> <ul style="list-style-type: none"> • <u>El Puente Lompoc Community School</u> – With the 2014-15 relocation of the school site, JCCS will redesign the physical space to create an effective culture that supports academic growth, positive student behavior, and staff collaboration. El Puente Lompoc will become part of a center that will allow greater access to community resources that support academic and social/emotional well-being. • <u>FitzGerald Community School</u> – Redesign the physical space to create an effective culture that supports academic growth, positive student behavior, and staff collaboration. Expand access to community resources that support academic and social/emotional well-being. <p>3.e.2. Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance on Williams F.I.T. reports.</p>	<p>Furnishings \$5,000 Source: LCFF (Object Code 4000)</p> <p>Security cameras/internet access, and potential repairs \$10,000 Source: LCFF (Object Code 4000)</p>	<p>3.e.1 El Puente Lompoc community school relocated to a new campus at the end of the 2013-14 school year, at which time JCCS staff worked collaboratively to create a positive learning environment. The school transitioned from one site to another with minimal disruption to the educational program. The new site was set up prior to the move to allow students enrolled in the summer program to continue their progress.</p> <p>The JCCS Director reconfigured the Fitzgerald community school floor plan at the end of 2013-14 in an effort to enhance the learning environment and consolidate space due to decreased enrollment. The classrooms were relocated to provide better student ingress and egress, and to provide better communication and response time from the staff. The Fitzgerald office was also relocated, resulting in improved service and confidentiality for families and students. The dedicated front school office has proven to be an effective location for JCCS staff to meet with families, conduct intakes, and handle disciplinary issues. The improved office space has also provided an effective space for partner agencies (i.e., probation, social services, etc.) to meet with students.</p> <p>A school office was created at Dos Puertas court school in juvenile hall. The Student Data Advisor and Testing Coordinator were relocated to the Dos Puertas school office, allowing for greater collaboration.</p> <p>3.e.2 All schools were inspected. The Williams FIT report reflects that all JCCS schools are in good repair.</p>	<p>3.e.1 Furnishings/ security equipment were repurposed from former SBCEO community schools closed due to declining enrollment, and SBCEO and JCCS staff managed the physical moves.</p> <p>Lompoc School District provided and installed infrastructure and the phone system.</p> <p>Doors, locks - \$324 LCFF S & C (5630)</p> <p>Electrical work - \$77.00 LCFF S & C (5630)</p> <p>Relocation costs: \$158 LCFF S & C (5630)</p> <p>3.e.2 No cost</p>
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

1. During CHAMPS training, it was determined that Teaching Assistants (TAs) could play a valuable role in supporting implementation. During the 2015-16 school year, an action/service will be added to highlight the role of TAs in supporting the program.

Original GOAL from prior year LCAP:	Goal 4: <u>Expelled youth</u> will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.		Related State and/or Local Priorities: 1 __ 2 x 3 __ 4 x 5 x 6 x 7 x 8 COE only: 9 x 10 Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>4.a.1 The Child Welfare and Attendance Director will update and post the SB County Plan for Expelled Youth on the SBCEO website.</p> <p>4.b.1 JCCS will provide access to on-site counseling (ILP progress) and counseling through community agencies (social-emotional support).</p>	Actual Annual Measurable Outcomes:	<p>4.a.2 The Santa Barbara County Plan for Expelled Youth will be posted on the SBCEO website by June 30, 2015. The Child Welfare and Attendance Director will begin collaborating with districts in the fall of 2015 to discuss program options for expelled youth as community schools continue to be phased out due to declining enrollment.</p> <p>4.b.1 100% of JCCS's 28 expelled students have received credit counseling from teachers regarding ILP progress toward course completion, and 85.7% have received or are receiving mental health counseling from CADA or FSA.</p>	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>4.a.1. JCCS Director will ensure appropriate placement of expelled students into a relevant course of study.</p> <p>4.a.2. Teachers will provide expelled students specific support as identified in the ILP and will monitor and support all expelled students who are eligible for graduation to ensure they remain on track for graduation.</p>	No cost associated with this action/service	<p>4.a.1 JCCS Director reviews expelled student ILPs and rehabilitation plans. 100% of students are appropriately placed in coursework.</p> <p>4.a.2 100% of student ILPs are monitored, including ILPs for expelled youth. Teachers regularly review credits with students, update plans for earning credits, and provide interventions.</p>	<p>4.a.1 Aeries Student Information System: \$4,400 LCFF S & C (5800) Note: this was not included in the 2014-15 LCAP, but should have been.</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.a.3 Staff use the student information system to review course enrollment prior to transfers. Great care is taken to ensure courses of study are continued. Adjustments are made as needed depending on offerings available at receiving schools. For short-term students, Dos Puertas staff members have made every effort to continue the same coursework as written into the student's ILP. To minimize educational disruption for students moving between JCCS schools, a common credit earning protocol was established by the Leadership Team and adopted by the schools.</p>	
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</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) 	<p>No cost associated with this action/ service</p>	<p>4.b.2 The JCCS Child Welfare and Attendance (CWA) Director is currently working with districts to identify and coordinate plans for expelled youth. Data are being compiled mid-April - May, and the <i>Santa Barbara County Plan for Expelled Youth</i> will be ready for Board approval in July 2015. (Note: CDE granted an extension from June to July due to the closure of the El Puento Lompoc community school.)</p>	<p>4.b.2 JCCS Child Welfare and Attendance salary/benefits: \$30,069 LCFF S & C (1300) Note: this was not included in the 2014-15 LCAP, but should have been.</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</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>Salary/Benefits \$40,000 Source: LCFF (Object Codes 1000-3000)</p>	<p>4.c.1 MOU's were created with community agencies for counseling services in each our schools. CADA and FSA counselors have been advised that expelled youth are a priority for support, and rehabilitation plans have been closely followed.</p>	<p>4.c.1 \$60,115 (funded through Title I-D)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	

<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) Expelled Youth	
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. JCCS and probation staff will review the range of disciplinary actions in place in the court schools and analyze processes and procedures to ensure continuation of the educational program and social interaction for youth confined to their cells.
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Original GOAL from prior year LCAP:	Goal 5: Foster youth will be provided a strong academic environment, consistent delivery of support services and appropriate social/emotional support.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 x 5 x 6__ 7 x 8 COE only: 9 10 x Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	5.a.1 The Transitional Youth Services (TYS) Program Manager will facilitate a survey to identify common gaps and practices specific to communication and transfer of records. 5.a.2 The TYS Program Manager will advise districts regarding the requirement to ensure access to AB 216 (expeditious transfer of records, services and transcripts for foster youth).	Actual Annual Measurable Outcomes:	5.a.1 The TYS Program Manager has compiled a list of common gaps and practices specific to the communication and transfer of records. This information has been used and will continue to be used as a resource during workgroup meetings with districts and agencies. 5.a.2 The TYS Program Manager advised districts regarding the requirement to ensure AB 216 in the following ways: <ul style="list-style-type: none"> • Initial AB 167/216 information was shared with high school district Foster Youth liaisons. • The TYS Program Manager trained district liaisons, their assistants, and school counselors within SMJUHSD and SBUSD.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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.	Funded through Title I-D and grants	5.a.1 The TYS Program Manager: <ul style="list-style-type: none"> • Is working on an agreement with Child Welfare Services (CWS) to leverage their Title IV-E funds for additional TYS assistance to social workers. • Is collaborating with the Santa Barbara Foundation (SBF) to assess education needs and develop SBF funded initiatives. • Helped SBF plan and convene a school/CWS/Probation workgroup to develop information sharing procedures, including school identification and educational records sharing. • Conducted orientation for district Foster Youth Liaisons and CWS staff on using the new CalPads and CWS-CMS data merge for identification and information sharing. • Conducted individual and group meetings with the following school/agency leaders: <ul style="list-style-type: none"> □ LCFF Task Force Coordinator, SMJUHSD, 9/12/14, 11/13/14, 3/31/15 □ Director of Categorical Programs, Lompoc USD, 11/19/14 □ Director of Categorical Programs, SM-Bonita SD, 4/1/15 □ Director of Student Services, SM-Bonita SD, 10/20/14, 10/29/14, 1/12/15 □ Asst. Superintendent, Student Services, SBUSD, 11/3/14, 1/13/15 □ Director of Student Services, Orcutt USD, 4/1/15, 3/31/15 □ Asst. Superintendent of Elementary Education, SBUSD, 3/2/15 □ CWS Division Chief, 10/15/14, 10/29/15, 4/1/15, 3/31/15 □ CWS Supervisor, Transitional Youth, 10/2/14, 12/8/15, 12/11/14, 4/1/15, 3/31/15 □ CWS Division Chief, 10/2/14 □ Juvenile Probation Manager, 3/31/15 □ Education Coordinator, Santa Barbara Foundation, 9/3/14, 12/11/14, 3/18/15, 3/24/15, 3/31/15 	5.a.1 All expenses funded through Title I-D and grants

<p>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.</p>	<p>Source: Title 1D and grants</p>	<p>5.a.2</p> <ul style="list-style-type: none"> Initial AB 167/216 information was shared with high school district Foster Youth liaisons. The TYS Program Manager trained district liaisons, their assistants, and school counselors within SMJUHSD and SBUSD The TYS Program Manager provided frequent and ongoing answers to the AB 167/216 implementation questions of school staff, and social service providers. 	<p>5.a.2 All expenses funded through Title I-D and grants</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Specify) _____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>1. The TYS Program Manager and the Assistant Superintendent of Educational Services will review the Foster Youth Toolkit as a potential resource for use with districts and agencies.</p> <p>2. Now that district staff have been trained and are implementing 167/216, we will focus our trainings on a broad range of laws and issues in support of foster youth.</p>		
<p>Original GOAL from prior year LCAP:</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>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>6.a Increased parent participation on advisory committees, and in parent/teacher conferences, open house, and IEP meetings.</p> <p>6.b Offer a series of parent seminars focused on supporting student achievement and social/emotional growth</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>6.a A baseline for parent participation was established during the 2014-15 school year, with 69% of parents participating in Parent-Teacher Conferences and 63% of parents participating in Open Houses. Eight parents participated on advisory committees during the 2014-15 school year.</p> <p>6.b Two parent seminars were provided by JCCS in 2014-15. Parents/guardians were regularly advised of agency trainings that were available.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<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, IEP meetings. • 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. • Increase translation services to provide more access to school events/functions. 	<p>Coordination with service partners \$2,000 Child Care \$1,000 Source: LCFF (Object Codes 1000-3000)</p> <p>Newsletter Printing/Mailings \$2,000 Source: LCFF (Object Code 4000)</p> <p>Translation services \$3,000 Source: LCFF (Object Code 5000)</p>	<p>6.a</p> <ul style="list-style-type: none"> • An accurate baseline did not exist for 2013-14. In 2014-15: <ul style="list-style-type: none"> □ 69% of parents participated in Parent-Teacher Conferences □ 63% of parents participated in Open Houses □ 8 parents participated on advisory committees Discussions have already occurred regarding effective means of gathering parent participation data in 2015-16. • Two newsletters were generated in 2014-15. • CADA & FSA regularly disseminate information to students and parents regarding support services within the community (i.e., additional counseling, clothing, food, etc.). • Frequent mailings are sent regarding school events. • An automated phone system is used to notify parents regarding all student absences and to remind parents about school events. • Translation services are provided for 100% of JCCS school events and meetings. This is funded internally through JCCS staff at no extra cost. • 100% of IEPs held by SBCEO within the JCCS program include input from a parent, guardian or surrogate. 	<p>6.a</p> <p>Parent mailings - \$730 LCFF S & C (5720)</p> <p>Printing - \$235 LCFF S & C (5715)</p> <p>Refreshments for parent meetings: \$40 LCFF S & C (4300)</p> <p>Automatic call system (see 3.b.1)</p> <p>Newsletters – funded through Santa Barbara County Probation</p>
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p>X ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>6.b. JCCS will offer a series of parent seminars around how to support student achievement and social/emotional growth.</p>	<p>Parent workshops \$5,000 Source: LCFF (Object Code 4000)</p> <p>Translation services \$2,000 Source: LCFF (Object Code 5000)</p>	<p>6.b JCCS provided two parent seminars during 2014-15:</p> <ul style="list-style-type: none"> January 28: "Communicating with Youth" February 18: "Panel Discussion: Success Stories From JCCS Alumni" <p>JCCS also provides outreach and communicates with parents about the following opportunities:</p> <ul style="list-style-type: none"> The Family Service Agency (FSA) offered parent seminars through the Dorothy Jackson center in Lompoc. The DJ Center is located adjacent to the El Puente Community School. The Council on Alcoholism and Drug Abuse supports parent seminars at FitzGerald school. 	<p>6.b No expenditures were made for this service, because all expenses for parent seminars were covered by CADA, and all translations were covered by JCCS staff.</p> <p>Refreshments for parent meetings: (see 6.a)</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> We will add actions/services in 2015-16 to reflect greater levels of parent outreach, to include communication from the Student Data Advisor and teachers. This year, JCCS created a welcome information packet as part of intake process. This will be added as an action item for 2015-16. Parents were surveyed during the 2014-15 school year regarding topics of interest for parent seminars. Frequently requested topics include: communicating with teens, setting limits and building cooperation, and helping youth maintain focus and drive. JCCS staff will incorporate topics of interest into the 2015-16 schedule. 		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$468,275
<p>INCREASED OR IMPROVED SERVICES:</p> <p>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 \$468,275 as the dollar amount attributable to unduplicated pupils, as delineated in LCAP proportionality calculation regulations [CCR 15496(a)].</p> <p>The approved 2015-16 JCCS budget reflects funding allocations necessary to run a base program for JCCS students. The cost of the JCCS base program for 2015-16 will be \$1,184,053 as reflected in the allocations delineated below:</p> <ul style="list-style-type: none"> • Salaries/benefits of certificated staff, including the Director and sufficient teachers to ensure 20:1 ratio in Court Schools and 25:1 in Community Schools: <u>\$901,273</u> • Salaries of classified staff, to include Administrative and Site Secretaries and Teaching Assistants: <u>\$102,207</u> • Textbooks, instructional materials: <u>\$41,600</u> • Facility leases, security systems, equipment leases, software, licenses, and contracts for services: <u>\$92,672</u> • Indirect Costs: <u>\$46,301</u> <p>Section 2 of the JCCS LCAP describes actions and services that are specifically designed to enhance the <u>base program</u> for unduplicated students. LCFF supplemental and concentration funds will be used to fund \$480,400 of 2015-16 LCAP actions and services, which is above the required amount of \$468,275.</p> <p>LEA-WIDE AND SCHOOLWIDE USE OF FUNDS:</p> <p>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 81%. 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 either court or community schools, all services in Section 2 will be provided countywide (districtwide in the case of JCCS), pursuant to 5 CCR 15496 (b). An example of an action or service that is not designated as countywide/districtwide is Item 3.b.1. This item is specific to Community Schools, because attendance and chronic absenteeism are not issues associated with residential schools.</p> <p>Through countywide/districtwide use of LCFF resources, JCCS will be able to implement research-based instructional practices, improve educational outcomes, narrow achievement gaps, and provide targeted support for low-income students, English Learners, redesignated fluent-English proficient students, students with disabilities, foster youth, and expelled students. As described in Section 2, supplemental and concentration grant funds are highly leveraged to target the 10 state priority areas and the 6 JCCS goals.</p>	

B. In the box below, 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).

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). 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.

2.99	%
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The **quantitative** services described above meet the threshold required to document improved and/or increased services for unduplicated students.

Many examples of **qualitative** increases and/or improvements in services for unduplicated pupils are in place for 2015-16, including:

- During the 2015-16 school year an after school homework club will be provided for all students in Los Robles High School by two teachers per day, two days per week, 1-2 hours per day, for the entire year. This program does not require additional expenditures, and JCCS students benefit greatly from the opportunity.
- At no additional cost, existing JCCS staff provide all translation and interpretation services for parent events, advisory committee meetings, parent correspondence, etc.
- The JCCS Leadership Team meets monthly to discuss issues related to curriculum, instruction, assessment, English Learners, at-risk students, and students with disabilities. These meetings are held at no additional cost to JCCS.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).