

**Santa Barbara County Education Office
Local Control Accountability Plan (LCAP)
2016-19**



Introduction:

LEA: Santa Barbara County Education Office Contact: Kathy Hollis, Assistant Superintendent; khollis@sbceo.org; 805-455-8107 LCAP Year: 2016-19

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. 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	Impact on LCAP
<p>Introduction to JCCS:</p> <p>The Santa Barbara County Education Office Juvenile Court and Community School (JCCS) system operates three schools: two court schools and one community school.</p> <p><u>Court Schools:</u></p> <p>The two court schools operate in partnership with the Santa Barbara County Probation Department. Both schools serve adjudicated youth ranging in age from 13-18 who have been removed from the home by the court. All youth under the age of 18 are required to attend school while detained unless they are already high school graduates.</p>	<p>We have had remarkable stakeholder engagement throughout the development of the 2016-17 Local Control Accountability Plan (LCAP). Stakeholder input was highly valued and strongly considered throughout the year, as is evidenced by the actions and services identified in the plan. The process of engaging stakeholders was extremely beneficial in terms of identifying strengths and needs of the program, creating shared vision, enhancing communication and improving consistency of practice.</p> <p>The JCCS Leadership committee played a greater role this year in the development of the LCAP, which was tremendously beneficial. The Leadership Team is comprised of lead teachers from each school, special educators, teaching</p>

Dos Puertas High School is located in the Juvenile Justice Center in Santa Maria. Dos Puertas enrollment fluctuates daily, ranging in the 2015-16 school year from a low of 42 to a high of 81. Commitments of youth in 2015-16 ranged from 1 day to a full school year and beyond. Dos Puertas serves both male and female detainees.

Los Robles High School operates within the Los Prietos Boys Camp. The Camp, set in the Los Padres National Forest twenty miles north of the city of Santa Barbara, offers 120- and 180-day program options for males. Wards being considered for placement at the Camp must meet specific intake criteria and have the necessary self-control to benefit from a minimum-security residential setting. In 2015-16, Los Robles enrollment ranged from a low of 31 to a high of 50. Enrollment at Los Robles High School was capped at 40 until 10/12/2015 due to a dormitory refurbishing project. Between July and October, Dos Puertas High School accommodated the additional enrollment.

Community School:

The Santa Barbara County Education Office operates Peter B. Fitzgerald under an MOU with two school districts. Santa Maria Joint Union High School District refers 9th-12th grade students, and Santa Maria-Bonita School District refers 8th grade students to attend school at Fitzgerald. The two districts typically refer students due to expulsion, behavior, or chronic absenteeism. During the 2015-16 school year, Fitzgerald Community School enrollment ranged from a low of 9 at the beginning of the school year to a high of 40, which is the maximum capacity.

JCCS-wide:

During the 2015-16 school year, a total of 449 students were enrolled in our JCCS schools.

It is recognized in California that certain subgroups of students need to be supported at a higher funding level in order to provide for specific needs. The student subgroups include English Learners, low income and/or foster youth. LCFF asks districts to identify an “unduplicated count” of students, meaning that students are counted only once even if they fit into two or more of the subgroup categories. For JCCS, the percentage of “unduplicated” students in 2015-16 was 99.2% (100% in the court schools, and 96.4% in the community school).

The 2015 CBEDS report included 125 students, 97 in the court schools and 28 in the community school. CBEDS enrollment reflected the following demographics:

- Ethnic distribution: Hispanic or Latino: 110 (88%); Black or African American: 7 (5.6%); White: 7 (5.6%)
- English Learners: 51 (40.8%)
- Redesignated Fluent English Proficient (RFEP): 5 (4%)
- Students with Disabilities: 14 (11.2%)
- Foster youth: 10 (8%)

assistants, the student data advisor, the testing coordinator, the JCCS Director, and the SBCEO Assistant Superintendent for Educational Services. The entire focus of the Leadership Team this year was to drive the implementation of the 2015-16 LCAP and lead the development of the 2016-17 LCAP. This speaks volumes about the value we place in using the LCAP as a blueprint to guide our work. The Leadership Team has been engaged in data analysis, review of practice, implementation of new learning from this year’s professional development opportunities, and planning for the 2016-17 LCAP. The Leadership Team met 10 full days during the 2015-16 school year, and each day was well planned to ensure maximum participation and impact.

The Santa Barbara County Probation Department has been an extremely important partner and valuable contributor to the development of the LCAP. Collaborators from Probation have included the Chief Probation Officer, both Deputy Chief Probation Officers, the Manager for Probation Institutions, the Probation Manager, and the Los Prietos Boys Camp Director. Primary areas of LCAP work with Probation included cross-agency coordination, behavior and educational student support, training, program improvement, emergency procedures, policy review and revision, and planning for Career Technical Education.

Significant time was spent this year collaborating about technology, as it was identified that our current operating system is no longer sufficient to support the administration of the Smarter Balanced assessment. Many meetings were held between the SBCEO Information Technology Services Manager, SBCEO Director of Educational Technology Services, JCCS Director, Assistant Superintendent of Educational Services, and JCCS Testing Coordinator to discuss current systems and evaluate future needs. We reached out to a number of county offices and school districts to inquire about their satisfaction with Chromebooks and their process for deployment. Additionally, the E-Rate bid was reopened and an RFP was posted to expand the capabilities of the wireless LAN at each of the three JCCS schools. With the E-Rate process underway, it was determined that the next steps will include: (a) hiring a consultant to review and map our current infrastructure; (b) conducting a Chromebook pilot; and (c) continuing to refine our discussions regarding security, software programs and applications.

Close collaboration occurred this year between the SBCEO ROP Director, the Assistant Superintendent of Educational Services, the JCCS Director and our Probation partners to write a successful CTE Incentive Grant for course offerings at Los Robles Boys Camp. Actions have been added to the LCAP to create a successful launch of CTE coursework and to refine implementation.

The JCCS Director and Fitzgerald staff collaborated regularly with feeder district staff to improve communication around student transitions, transfer of student records, and student transfer procedures. A final meeting will be held in June 2016 to discuss an Expulsion/Alternative Placement Protocol for 2016-17.

We calculated the recidivism rate in 2015-16, and it was determined that 59% of JCCS students were repeat offenders.

The JCCS program has had a steadily declining enrollment for the past several years. During the 2015-16 school year, we operated just one remaining community school. It was not known until late February 2016 if the two districts would want to enter into an MOU to operate the program in 2016-17. In order to ensure continuity of instruction, assessment, professional development and leadership team representation, we have operated all year as though the community school program would continue.

An additional change for JCCS is that our Director has decided to return to teaching for the 2016-17 school year. He made the announcement in February, and a new JCCS Director was selected in May 2016.

Stakeholder Involvement:

Great effort was taken to ensure that all LCAP meetings, surveys, and working sessions focused on important data and garnered meaningful dialogue and input. The JCCS Leadership Team, consisting of administrators, general and special education teachers and teaching assistants, the student data advisor, and the testing coordinator, developed the LCAP. Parents, guardians, school staff, students, probation staff, mental health staff, the TYS Program Manager, and outside agency representatives were meaningfully engaged throughout the development process. Additionally, consistent communication has occurred with parents/guardians, district of residence staff, and outside agency providers surrounding the instructional, transition, and mental health supports provided to individual students.

Listed below are stakeholder meetings in which the 2015-16 annual update and/or the 2016-17 LCAP draft were reviewed and discussed:

- Parent Student Advisory Committee (PSAC): 9/23, 12/16, 3/23, 5/18
- English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC): 9/22, 12/15, 3/22, 5/17
- JCCS Leadership Team meetings: 9/17, 10/22, 12/14, 1/14, 2/11, 2/25, 3/17, 4/14, 5/6, 5/12
- Feeder district meetings: Santa Maria Joint Union High School District: 11/30/15, 1/30/2016, 3/4/2016; Santa Maria-Bonita School District: 10/30/15, 2/24/16, 3/4/2016. A great deal of collaboration has also occurred through phone meetings and email.
- SBCEO Information Technology Services and/or Educational Technology Services: 1/25/16, 1/27/16, 2/3/16, 2/24/16, 3/14/16, 3/15/16, 3/16/16, 3/18/16, 3/23/16, 3/24/16, 4/4/16, 4/14/16, 4/21/16, 4/26/16
- CTE meetings (various participants were involved in each meeting, including our County Superintendent, Deputy Superintendent, SBCEO ROP

The Parent School Advisory Committee (PSAC) met four times throughout the year, as did the District English Learner Advisory Committee (DELAC). Meetings were effectively used to engage parents and students in the process of data review and LCAP planning. Both committees were directly involved in the development and review of parent and student surveys. Survey information was carefully considered, particularly in working with Probation regarding positive behavior supports.

The SBCEO Manager of Transitional Youth Services met often with the Assistant Superintendent of Educational Services, JCCS Director, and Student Data Advisor to identify priority actions to best support the needs of JCCS foster and homeless youth. In addition to shoring-up internal supports, we will be working with the Foster Youth Services Coordinating Committee on a countywide approach to timely enrollment, data collection, information sharing, partial credits, and AB 216.

The Assistant Superintendent of Human Resources, Assistant Superintendent of Educational Services, and Director of JCCS worked with the Santa Barbara County Education Association (SBCEA) and the California School Education Association (CSEA) in a number of important areas that contributed to the development of the LCAP. Primary areas of focus were Juvenile Hall communication, climate and incentives, VPSS coursework, reducing class size by placing additional teaching and teaching assistant staff, substitute recruitment and retention to ensure consistent instruction for students, and the creation of a new community school classroom for 2016-17.

Other important partners included: Santa Barbara Council on Alcoholism and Drug Abuse, focusing on improved student support and staff collaboration at FitzGerald Community School, and improved coordination of support services with district schools and FitzGerald School; Community Action Commission (CAC), focusing on cross-agency information sharing and student support programs; Mental Health Treatment Team, focusing on program improvement planning, coordination of services within school programs, and training for staff; and SBCEO Partners in Education, focusing on career education.

Stakeholders consistently reaffirmed their interest in focusing LCAP goals, actions and fiscal resources on the priority areas listed below. Each of the following priority areas are fully integrated into the 2016-17 LCAP:

- assisting students with accrual of credits to ensure high school graduation
- expanding career technical education opportunities
- improving transitional support services for students returning to home districts
- supporting students in transitioning to college and/or careers
- instruction and implementation of individual and group positive behavior

<p>Director, Assistant Superintendent, JCCS Director, Probation, JCCS Leadership Team, and Santa Ynez Union High School District): 9/18/15, 9/21/15, 9/30/15, 10/30/15, 11/13/15, 11/18/15, 11/13/15, 12/3/16, 12/11/16, 12/16/16, 12/17/16, 12/18/16, 1/4/16, 1/5/16, 1/14/16, 1/25/16, 1/29/16, 2/9/16, 3/10/16, 3/22/16, 4/8/16, 4/11/16, 4/18/16</p> <ul style="list-style-type: none"> • Probation Department: 7/7/15, 7/15/15, 7/23/15, 8/11/15, 8/14/15, 8/20/15, 9/23/15, 8/24/15, 9/9/15, 9/10/15, 9/29/15, 10/2/15, 10/13/15, 11/10/15, 11/18/15, 12/4/15, 1/5/16, 1/25/16, 1/26/16, 2/5/16, 2/23/16, 3/11/16, 3/22/16, 4/1/16, 4/8/16, 5/6/16 • Santa Barbara Council on Alcoholism and Drug Abuse (CADA) meetings: 7/15/15, 1/13/16 • Community Action Commission (CAC) meetings: 7/15/15, 1/13/16 • Mental Health Treatment Team meetings: 7/15/15, 8/24/15, 9/9/15, 9/10/15, 11/10/15, 1/25/16 • Consultation with the SBCEO Homeless/TYS Program Manager: 12/11, 12/15, 12/17, 1/11, 1/14, 1/26, 2/5, 3/9, 3/18, 3/22, 4/6, 4/7 • California School Employees Association (CSEA): monthly meetings in collaboration with the Assistant Superintendent of Human Resources; review of LCAP draft May 11, 2016 • Santa Barbara County Education Association (SBCEA): monthly meetings in collaboration with the Assistant Superintendent of Human Resources; review of LCAP draft May 23, 2016 • Santa Barbara County Education Office Board Update: 4/7/15 • Santa Barbara County Education Office Public Hearing: 6/2/15 • Santa Barbara County Education Office Board Approval: 6/9/15 • A variety of survey results were also analyzed and reviewed with stakeholders in the development of the LCAP, including: <ul style="list-style-type: none"> ○ Student surveys ○ Parent surveys ○ California Healthy Kids Survey (2014-15) 	<p>supports to promote pro-social behavior and positive engagement</p> <ul style="list-style-type: none"> • providing supports to assist with mental health and substance abuse issues • continuity of care for students moving within the court schools or to and from JCCS schools and home schools • enhancing school-to-home communication • improving the culture of learning for teachers to foster standards-based instruction and enhance student engagement <p>In working with our stakeholders, we were able to refine the metrics we will be using to measure progress, and identify which state metrics are inappropriate to our JCCS environment. It was ultimately determined that the following are either not applicable to our JCCS system or require alternative measures/modifications:</p> <ul style="list-style-type: none"> • Advanced Placement Exams: Coursework and exams are not offered through JCCS, but rather by the district of residence. • Middle school dropout rates: Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations due to high mobility. • High school dropout rates: Dropout rate calculations are not posted for schools that are operated by County Offices of Education because of constraints in interpreting these calculations due to high mobility schools. • High school graduation rates: Since a students' ability to graduate with JCCS is based solely upon his or her term of commitment, and because students are seldom enrolled a full school year, SBCEO will need to use an alternative measure in lieu of the traditional graduation rate. JCCS students consistently enter severely credit deficient, making the alternative measure of accelerated progress toward high school graduation a much more representative measure of our program's mission. We will be measuring this metric by calculating the percentage of students accruing more than the expected 5 credits every 19 days. • Expulsion rates: JCCS does not expel students.
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Annual Update – Involvement Process:

Virtually every meeting held to assess 2015-16 progress led to discussions about 2016-17. Implementation effectiveness was reviewed and discussed, which led to shifts in thinking for 2016-17. It would have been much less effective had we separated the conversations. Meetings exclusively held to solely focus on 2015-16 were convened on 10/14/15, 2/11/16, 4/4/16 and 5/3/16 and included the Assistant Superintendent, JCCS Director, Student Data Advisor and the Testing Coordinator. The topic of these meetings consisted of query calibration to target exact data needed to accurately measure outcomes. With input from the Santa Barbara County Education Association (SBCEA) and the California School Education Association (CSEA), the Assistant Superintendent of Human Resources, the Director of Human Resources, and/or the Assistant Superintendent of Educational Services visited all Juvenile Hall classrooms, interviewed JCCS and special education teachers and teaching assistants, and met with Probation Department administrators to identify strengths and needs related to practice, climate, morale and incentives. This information was compiled into a report and presented at a JCCS staff meeting. Short and long term planning was developed in an effort to work toward improved outcomes.

The evaluation of 2015-16 implementation was approached with utmost integrity. Great effort was taken to do a thorough and complete job of analyzing every goal, metric, action item and expenditure in the 2015-16 LCAP. We began by creating a working document containing all of the actionable work. We divided the work into practical and timely chunks, identifying which specific stakeholder groups needed to be involved in each aspect of the work. We then created a schedule of meetings to engage stakeholders in the work of analyzing data, measuring progress, and assessing.

Some actions and metrics were appropriate to begin evaluating early on (i.e., instructional practices, professional development, formative assessment practices, CTE course development), while other data could not be evaluated until later in the year (i.e., credits earned, suspensions, absenteeism, etc.). As data were analyzed, we revised our thinking in terms of 2016-17 implementation.

Annual Update – Impact on LCAP:

Data were generated through Aeries, CALPADS, NWEA MAP, Read 180, Data Quest, and the California Healthy Kids Survey, and reviewed and analyzed by the Leadership Team, parent advisory committees, and stakeholders throughout the year.

Student mobility continues to be our greatest challenge, not only in terms of instructional continuity, but also 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. The LCAP committee spent time discussing the calibration of 2015-16 queries in order to target the exact data needed to accurately measure outcomes.

We analyzed many important areas of our work this year, and the focus areas of our conversations were student achievement, the social and emotional needs of our students, professional development as it relates to common core and ELD standards, CTE coursework, and the unique opportunity we currently have to reshape technology throughout JCCS. Many ideas from these conversations materialized into actions and services in the 2016-17 LCAP, while still other ideas are continuing to take shape (i.e., technology, CTE, improved communication with probation, leadership due to changing administration, etc.).

The work related to Juvenile Hall practice, climate, morale and incentives was particularly important, because it laid the groundwork for meaningful conversations around improved practices. The Probation Director of Juvenile Hall recently convened a committee to address these very items, and because of the work we did earlier in the year, we have very specific ideas, suggestions, and examples. We are looking forward to being active partners in this effort.

Significant time was spent this year discussing technology, as it was identified that our current operating system is insufficient to support the administration of the Smarter Balanced assessment. Many meetings were held between the SBCEO Information Technology Services Manager, SBCEO Director of Educational Technology Services, JCCS Director, Assistant Superintendent, and JCCS Testing Coordinator to analyze current systems and discuss future needs. Many conference calls were convened with county offices and district instructional technology staffs, including NAPA COE, Sonoma COE, El Dorado COE, Contra Costa COE, Ventura COE, Los Angeles COE, Santa Maria-Bonita School District and Carpinteria School District. An extremely helpful visitation was also made to Kings COE. The E-Rate process was reopened and additional discounts will be applied in 2016-17. Our goal throughout this process has been to think carefully about infrastructure needs, while concurrently considering hardware and software needs to enhance learning opportunities in our secure facility environments.

A great deal of work has occurred this year regarding our LCAP CTE goals. Due to extensive collaboration between many stakeholders, we successfully wrote a CTE Incentive Grant to provide CTE coursework at the Los Robles Boys Camp. The project will include pathway courses in 3 industry sectors, and will result in industry certifications for participating students. We also piloted Odysseyware throughout the year, which is a program that provides significant opportunities for CTE coursework. We have identified that additional professional development is needed to access the full potential of the program, and that further collaboration needs to occur with Probation to identify additional opportunities for students to fully benefit from the program.

Analyzing student survey results was an important task. The Director provided a summary of the 104 student responses, and discussions were held around how to enhance the instructional environment. A high percentage of students say they are motivated to graduate, get a diploma, to go on to college, and prepare for a good job. Others would like us to improve our reward system (i.e., listening to music, food, movie days), which is something we are continuing to address with Probation. Several students referred to being motivated by family, teachers, and Probation staff. Great effort was taken this year to provide career fairs, mock interviews, and guest speakers, and students would like this to be continued and even expanded. Students also want to hear from guest speakers who have had drug problems and found success. It was noted that 76% of students feel their teachers have high expectation for them; 71% believe there is someone at the school they can trust and talk with if they have a problem; 86% believe the teaching staff treats them with respect; and 92% believe the staff treat each other with respect and work well together. Only 58.7% of students reported they learned ways to resolve disagreements peacefully in school, and this is an area in which we will continue to focus in 2016-17.

Parent survey results indicated interest in many of the same areas noted in the student surveys, but also included communication from staff and information on student progress.

It was definitely noted by all stakeholder groups that many programs are in the beginning stages of implementation and need additional time to become fully developed and embedded throughout the JCCS system.

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).

Actions/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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 schoolsites?
- 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 schoolsites, 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?

PLEASE NOTE: the following metrics are not included in this LCAP due to circumstances unique to SBCEO JCCS Schools:

Priority Area 4:

- **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 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.
- **Middle school dropout rates** are not included based on the 4-year cohort method, as students do not generally remain enrolled for more than a year.
- **High school dropout rates:** SBCEO Court and Community Schools do not generate a dropout rate based on the prescribed 4-year cohort method since students generally do not remain enrolled for 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 to measure the acceleration of progress toward high school graduation.

Priority Area 5:

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

GOAL:	All students will be engaged in a standards-aligned and relevant course of study, which includes access to 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.	Related State and/or Local Priorities: 1 X 2 X 3 4 X 5 6 7 X 8 X COE only: 9__ 10__ Local : Specify _____
Identified Need :	1.a. Provide all JCCS students with greater access to courses of study, either through direct instruction or online. (Metrics include: Individualized Learning Plans (ILPs), course recovery credit completion) 1.b. Align ELA and Math instruction to Common Core State Standards and ELD Standards. (Metrics include: JCCS Professional Development Plan, JCCS staff individualized professional development goals, walkthrough tool, lesson observations, IEP Goals). 1.c. Provide students with standards-aligned instructional materials. (Metric includes: Williams reports) 1.d. Provide access to (a) CTE aligned courses, and (b) post-secondary guidance on career and vocational pathways. (Metrics include; CTE course offerings and completion rates, post-secondary interest survey, transition plans for students with disabilities) 1.e. Continue to adhere to state assessment requirements. (Metrics include: Smarter Balanced Assessment results, CELDT results) 1.f. Increase consistency in the use and interpretation of local assessments to determine placements, inform instruction, and monitor student progress in ELA and Math. (Metrics include: Scholastic Reading Inventory, Read 180 Lexile scores, Scholastic Math Inventory, District Writing Assessments, NWEA MAP, Smarter Balanced Interim Assessments, and WIAT or Woodcock-Johnson) 1.g. Provide greater support for Students with Disabilities to make progress in meeting common core and ELD standards, ensuring students are receiving educational benefit from their instructional program. Metrics include: IEP goal progress, Scholastic Reading Inventory, Smarter Balanced Assessments, Read 180 Lexile scores, CELDT, classroom observations) 1.h. Provide greater support for English Learners in the acquisition of English language proficiency, improved access to core curriculum, and improved	

	reclassification rates for ELs who demonstrate requisite language criteria. (Metrics include: JCCS Professional Development Plan, CELDT results, reclassification rates, primary language assessments for students with disabilities)	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	All, Students with Disabilities (g), English Learners (h)
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<p>1.a Individualized Learning Plans (ILPs) will continue to be developed and utilized for 100% of JCCS students, and course completion will be tracked for credits completed.</p> <p>1.b.1 100% of JCCS staff will make instructional shifts toward implementation of ELA 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, and the appropriate integration of technology to support student learning.</p> <p>1.b.2 During the 2016-17 school year, a classroom walkthrough tool will be updated and consistently utilized.</p> <p>1.c.1 By October 2016, a JCCS Professional Development Plan will be created for professional learning and curriculum review. By May 2017, implementation will be evaluated.</p> <p>1.c.2 100% of JCCS students will have sufficient access to the standards aligned instructional materials, as evidenced by the Williams Report.</p> <p>1.d.1 During the 2016-17 school year, JCCS will implement new CTE courses through the CTE Incentive Grant program. CTE course completion rate will be tracked and evaluated.</p> <p>1.d.2 During the 2016-17 school year, all JCCS students will have exposure to career and job skills programs through post-secondary career interest surveys, seminars, and guest speakers provided through the coordinated efforts of JCCS, special education vocational services, Partners In Education and community partners.</p> <p>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.</p> <p>1.e JCCS will administer all state-required assessments, as appropriate, including Smarter Balanced Assessments and the California English Language Development Test (CELDT). Results will be reported, analyzed and used to inform instruction.</p> <p>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.</p> <p>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.</p> <p>1.h.1 CELDT overall scores will be increased by at least one proficiency level for English Learners who test with JCCS for two consecutive CELDT administration cycles.</p> <p>1.h.2 All JCCS staff will engage in research-affirmed professional learning specific to English Learners, as outlined in the JCCS Professional Development Plan.</p> <p>1.h.3 100% of eligible English Learners will be reclassified.</p>	

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; provide appropriate support to ensure effective student transitions.</p> <p>1.a.1 JCCS teachers will continue to 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. Anywhere Learning System (A+) and Odysseyware will continue to be examined for relevancy and efficacy for use with credit recovery program. Courses taken and credits earned by students matriculating in and out of JCCS will be tracked to determine progress and improve practice. Instruction will continue to be provided by JCCS general and special education teachers and supported by teacher assistants.</p> <p>Anywhere Learning System (A+) and Odysseyware will continue to be provided, offering a breadth of coursework opportunities for students.</p> <p>1.a.2 To provide greater access to direct instruction course offerings, SBCEO will fund additional teachers at Los Robles High School and/or Juvenile Hall.</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. Teachers provide the Homework Club during their regular work hours, therefore, there is no cost to this action step.</p> <p>1.a.4 The Student Data Advisor will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation).</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: \$15,972 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+ (license and hosting): \$10,000 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Odysseyware: 14,250 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: Additional teacher: \$136.855 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p> <p>Expenditure: Overflow teacher: \$23,534 Source: LCFF Supplemental</p>

			<p>& Concentration Object Code: 1100/3000</p> <p>Expenditure: Student Data Advisor: \$67,582 Source: LCFF Supplemental & Concentration Object Code: 2000s/3000s</p>
<p>Align and continually update JCCS courses to new standards and implement necessary instructional shifts.</p> <p>1.b.1 In 2016-17, JCCS staff will implementation a new standards-aligned English language arts program called Character Based Literacy. The program will be calibrated system-wide to create coherence for our highly mobile student population. Six pieces of literature will utilized in 2016-17, and titles will be selected in mid-July 2016 (the date by which Santa Clara University Markkula Center for Applied Ethics plans to release 2016-17 lesson plans). CBL program costs will include the purchase of literature for every student and licenses for every teacher. This program is designed to improve practice, calibration and implementation of English Language Arts and English Language Development standards.</p> <p>In 2016-17, two additional components of Character Based Literacy will be explored to support the implementation of the program:</p> <ul style="list-style-type: none"> • <u>Newsworthy</u>, a daily e-newspaper offering lesson plans that highlight the ethical issues behind the headlines and support the instruction of Common Core Standards in ELA. • <u>Science and History curricula</u> integrating ethical questions into lesson plans and mapped to California State Standards for High School. <p>JCCS staff will continue to collaborate with staff from the SBCEO Instructional Technology Department, the Educational Services Division and the Educational Technology Department to ensure that infrastructure upgrades and devices not only support the administration of the Smarter Balanced Assessment, but more importantly, provide an innovative platform to for enhanced learning opportunities for students.</p> <p>JCCS teachers and teacher assistants will: (a) engage in</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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: Character Based Literacy licenses: \$6,000 Source: LCFF Supplemental & Concentration Object Code: 4300</p> <p>Expenditure: TA salaries and benefits: \$117,005 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Dev.: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure: Subs for teachers & TAs: \$4,274 Source: LCFF Supplemental & Concentration Object Code: (1140/2140)</p>

<p>professional development specific to Character Based Literacy; (b) continue to attend standards-based trainings offered through SBCEO Curriculum & Instruction Division; (c) and engage in JCCS-based study around lesson planning, assessment and analysis of student learning.</p> <p>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. Staff will continue to debrief new learning during Leadership Team and staff meetings.</p> <p>JCCS staff will analyze required steps to submit courses for A-G approval. Staff will create a system for calculating completion rates for A-G approved Odysseyware and A+ courses.</p> <p>1.b.2 For 2016-17, a formal tool will be created to include new areas of focus for JCCS: Character Based Literacy and CHAMPS. The JCCS Director will use the walkthrough tool during classroom observations, and as collaboratively agreed-upon, the tool will also be used for peer visitations and lesson study. In fall 2016, the Leadership Team will develop a process and timeline for peer visitations.</p>			<p>Expenditure: Mileage: \$310 Source: LCFF Supplemental & Concentration Object Code: 5200</p>
<p>Create JCCS Professional Development Plan to include: (a) a process for evaluating instructional materials against common core standards, and (b) ensuring continued professional growth in incorporating CCSS-embedded instructional practices.</p> <p>1.c.1 A JCCS Professional Development Plan will be developed by October 2016 to identify specific trainings for staff that support LCAP goals. The plan will include professional learning in areas of new curricular focus (i.e., Character Based Literacy, CHAMPS, etc.) and a process for collaboratively evaluating and implementing ongoing credit recovery programs, new instructional materials, and new software associated with the implementation of Chromebooks.</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 create a walkthrough tool that collaboratively-identified strategies for JCCS-wide implementation for Character Based Literacy and CHAMPS . The JCCS Director will use the walkthrough tool during observations, and staff will use the tool in an agreed-upon manner during calibration visits.</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>There are no additional costs associated with this action step.</p>
<p>Ensure student access to CTE courses, and strengthen post-</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Expenditure – (NOTE, this is a</p>

secondary educational and career opportunities.

1.d.1 In 2016-17, CTE courses will be available to students through new direct instruction courses and via online software.

- The ROP Director, Assistant Superintendent of Educational Services, JCCS Director, and Camp Director will ensure that all aspects of the CTE grant are completed, including: course creation, curriculum development, hiring and credentialing of staff, equipment purchasing, securing of facility space and transportation, development of industry partnerships, implementation of requirements outlined in the CDE document: *11 Elements of a High-Quality CTE Program*, and report required data. A state review will be conducted by June 2017 to determine if sufficient progress was achieved to renew the grant for 2016-17.
- The catalog of Odysseyware CTE coursework will continue to be offered, and JCCS staff will work with Probation to identify additional time for students to take advantage of coursework opportunities.

1.d.2 Through valuable partnerships, JCCS students will have opportunities to learn about important career and post-secondary options:

- Partners in Education will continue to provide career awareness education throughout the year to include guest speakers, resume coaching and mock-interviews.
- Career and job skills awareness opportunities will also continue to be provided through mini seminars, guest speakers and a career fair coordinated through JCCS, special education vocational services and community partners, including community colleges.
- JCCS students will take the "Career Cruising" survey provided by Allan Hancock Community College to ascertain aptitude, abilities and learning styles related to career opportunities.

1.d.3 JCCS IEP teams will continue to improve the quality of

OR:

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

duplicate of 1.a.1):
Odysseyware:
14,250

Source: LCFF
Supplemental &
Concentration
Object Code:
4300/5800

Expenditure:
LCFF will fund
\$63,278 of the
matching
requirement for the
CTE Incentive
Grant.

Source: LCFF
Supplemental &
Concentration
Object Codes:
1000/2000/3000

Partners In
Education will
provide career
awareness speakers,
resume coaching
and mock-interviews
free of charge
through collaborative
partnership with
JCCS.

Agency partners
and community
colleges will provide
mini-seminars free
of charge.

Allan Hancock

<p>students' ITPs by:</p> <ul style="list-style-type: none"> • 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 setting • 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>Community College has agreed to provide JCCS with free access to Career Cruising.</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 The State Board of Education is working to create a State Accountability System that aligns with requirements in the Every Student Succeeds Act (ESSA). JCCS staff will closely monitor the development, and will meaningfully include key indicators as they are identified.</p> <p>1.e.1 Smarter Balanced Assessments:</p> <ul style="list-style-type: none"> • JCCS staff will continue to collaborate with staff from the SBCEO Instructional Technology Department and Educational Services Division to identify and purchase devices to support the 	<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 Instructional Technology support: \$32,000 Source: LCFF Supplemental & Concentration Object Code: 5700</p> <p>Expenditure: Chromebooks: \$17,000 Source: LCFF Supplemental and</p>

<p>administration of the Smarter Balanced Assessment.</p> <ul style="list-style-type: none"> 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>1.e.2 During 2016-17, 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>Concentration Object Code: 4400</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 review Smarter Balanced Interim Assessment Blocks for informational text and math expressions as an initial step toward informing and supporting instruction.</p> <p>1.f.2 In 2016-17, the Leadership Team will analyze the JCCS writing assessment against CCSS ELA Writing Rubrics and make appropriate revisions to ensure appropriate depth and rigor.</p> <p>1.f.3 In 2016-17, NWEA will be used to monitor student progress. Results will be analyzed to determine if continued use is recommended for 2017-18.</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 ensure appropriate use as a tool for placement decisions, progress monitoring, and informing 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 <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 Special education and general education teachers will work toward creating a team teaching model. The Special Education Coordinator and our new JCCS Director will continue to work with teachers regarding inclusion support, including supports and strategies academic and behavioral outcomes.</p> <p>Continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180.</p>	LEA-wide	<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 type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	<p>There are no additional costs associated with this action step.</p>

<p>Special education administrators will continue to conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction.</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. JCCS staff will continue to attend CELDT Scoring Training for Trainers (STOT) to ensure they are updated regarding scoring and calibration practices.</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.</p> <p>The LBook will continue to be used alongside the rBook to support English learners by providing instruction and practice in Academic Language and Literacy. 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. In 2016-17, JCCS will work to incorporate relevant ELD strategies into lesson plans for Character Based Literature.</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 Eng. prof. (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/ LBook (Licenses, hosting, maintenance, books): \$5,400 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p> <p>Expenditure: Read 180 facility space: \$35,527.70 Source: LCFF Supp. & Concentration Object Code: 5610</p> <p>Expenditure Teaching Assistants: \$5,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- 1.a Individualized Learning Plans (ILPs) will continue to be developed and utilized for 100% of JCCS students, and course completion will be tracked for credits completed.
- 1.b.1 100% of JCCS staff will make continued instructional shifts toward implementation of ELA and ELD standards, as measured by JCCS staff attendance at CCSS-aligned professional development trainings, lesson plan review, and use of the walkthrough observation tool, and the appropriate integration of technology to support student learning.
- 1.b.2 During the 2017-18 school year, the classroom walkthrough tool will be updated and consistently utilized.
- 1.c.1 By October 2017, a JCCS Professional Development Plan will be updated for professional learning and curriculum review. 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 implement CTE courses through the CTE Incentive Grant program. CTE course completion rate will be tracked and evaluated.
- 1.d.2 During the 2017-18 school year, all JCCS students will have exposure to career and job skills programs through post-secondary career interest surveys, seminars, and guest speakers provided through the coordinated efforts of JCCS, special education vocational services, Partners In Education 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 JCCS will administer all state-required assessments, as appropriate, including Smarter Balanced Assessments and the California English Language Development Test (CELDT). Results will be reported, analyzed and used to inform instruction. Note: In spring 2018, the English Language Proficiency Assessments for California (ELPAC) will be operational, and JCCS will administer as required.
- 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 CELDT overall scores will be increased by at least one proficiency level for English Learners who test with JCCS for two consecutive CELDT administration cycles.
- 1.h.2 All 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
Ensure access to and completion of courses needed for graduation; develop and administer a protocol for monitoring the progress of course completion; provide appropriate support to ensure effective student transitions.	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	Expenditure: Teacher Assistant salaries and benefits: \$17,000 Source: LCFF

1.a.1 JCCS teachers will continue to 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. Credit recovery courses will continue to be examined for relevancy and efficacy for use as credit recovery programs. Courses taken and credits earned by students matriculating in and out of JCCS will be tracked to determine progress and improve practice. Instruction will continue to be provided JCCS teachers, special education teachers and supported by teacher assistants.

Anywhere Learning System (A+) and Odysseyware will continue to be provided, offering a breadth of coursework opportunities for students.

1.a.2 To provide greater access to direct instruction course offerings, SBCEO will consider funding additional teachers at Los Robles High School and/or Juvenile Hall.

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. Teachers provide the Homework Club during their regular work hours, therefore, there is no cost to this action step.

1.a.4 The Student Data Advisor will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation).

Other Subgroups:(Specify)

Supplemental & Concentration
Object Code:
 2100/2140/3000

Expenditure:
 Anywhere Learning A+ (or other system): \$5,000
Source: LCFF Supplemental & Concentration
Object Code:
 5800

Expenditure:
 Odysseyware: 14,250
Source: LCFF Supplemental & Concentration
Object Code:
 4300/5800

Expenditure:
 Additional teacher: \$142,000
Source: LCFF Supplemental & Concentration
Object Code:
 1100/3000

Expenditure:
 Overflow teacher: \$28,000
Source: LCFF Supplemental & Concentration
Object Code:
 1100/3000

Expenditure:
 Student Data Advisor: \$70,000
Source: LCFF

			Supplemental & Concentration Object Code: 2000s/3000s
<p>Align and continually update JCCS courses to new standards and implement necessary instructional shifts.</p> <p>1.b.1 In 2017-18, JCCS staff will continue to implement Character Based Literacy and work toward improved practice, calibration and incorporation of strategic ELD practices. JCCS staff will utilize Newsworthy to integrate informational text into English language arts and other core subject areas. JCCS staff will continue to integrate the Science and History component of the program to create coherence between curricular subjects.</p> <p>JCCS staff will continue to incorporate technology into the instructional program by assessing and potentially implementing online formative assessment programs and other programs designed to support Character Based Literacy.</p> <p>JCCS teachers and Teacher Assistants will: (a) engage in professional development specific to Character Based Literacy; (b) continue to attend ELA/ELD and mathematics trainings offered through SBCEO Curriculum & Instruction Division; (c) and engage in JCCS-based study around lesson planning, assessment and analysis of student learning.</p> <p>Teachers and teaching assistants will continue to provide instruction through whole group, small group and one-to-one instruction.</p> <p>JCCS staff will work toward restructuring courses to submit for A-G approval. Staff will tabulate completion rates for A-G approved Odysseyware and A+ courses.</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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: Character Based Literacy: \$12,000 (books and licenses) Source: LCFF Supplemental & Concentration Object Code: 4300</p> <p>Expenditure: Chromebooks: \$18,000 Source: LCFF Supplemental and Concentration Object Code: 4400</p> <p>Expenditure: TA salaries and benefits: \$122,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Development: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure: Subs for teachers & TAs: \$6,000 Source: LCFF Supplemental & Concentration Object Code:</p>

			(1140/2140) Expenditure: Mileage: \$350 Source: LCFF Supplemental & Concentration Object Code: 5200
<p>Create JCCS Professional Development Plan to include: (a) a process for evaluating instructional materials against common core standards, and (b) ensuring continued professional growth in incorporating CCSS-embedded instructional practices.</p> <p>1.c.1 A JCCS Professional Development Plan will be updated by October 2017 to identify specific trainings for staff that support LCAP goals.</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 continue to study best practices in the areas of instruction and classroom management. The walkthrough tool will be used to review current practice and assist staff in working toward improvement and calibration.</p>	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> 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)_____	There are no additional costs associated with this action step.
Ensure student access to CTE courses, and strengthen post-secondary educational and career opportunities.	LEA-wide	<input checked="" type="checkbox"/> ALL	Expenditure – (NOTE, this is a

<p>1.d.1 In 2017-18, CTE courses will be available to students through new direct instruction courses and via online software.</p> <ul style="list-style-type: none"> Assuming the grant is renewed, the ROP Director, Assistant Superintendent of Educational Services, JCCS Director, and Camp Director will continue to implement the CTE courses in alignment with the <i>11 Elements of a High-Quality CTE Program</i>. If specific areas of improvement were identified during the 2016-17 review, staff will work toward making necessary improvements. The catalog of Odysseyware CTE coursework will continue to be offered. <p>1.d.2 Through valuable partnerships, JCCS students will have opportunities to learn about important career and post- secondary options:</p> <ul style="list-style-type: none"> Partners in Education will continue to provide career awareness education throughout the year to include guest speakers, resume coaching and mock-interviews. Career and job skills awareness opportunities will also continue to be provided through mini seminars, guest speakers and a career fair coordinated through JCCS, special education vocational services and community partners, including community colleges. <p>JCCS students will continue to take the “Career Cruising” survey provided by Allan Hancock Community College to ascertain aptitude, abilities and learning styles related to career opportunities.</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"> 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 on writing and implementing ITPs Providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. 	<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>duplicate of 1.a.1): Odysseyware: 14,250 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: LCFF will fund \$63,278 of the matching requirement for the CTE Incentive Grant. Source: LCFF Supplemental & Concentration Object Codes: 1000/2000/3000</p> <p>Partners In Education will provide career awareness speakers, resume coaching and mock-interviews free of charge through collaborative partnership with JCCS.</p> <p>Agency partners and community colleges will provide mini-seminars free of charge.</p> <p>Allan Hancock Community College has agreed to provide JCCS with free access to Career Cruising.</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 JCCS staff will implement any new accountability requirements adopted by the State Board of Education.</p> <p>1.e.1 Smarter Balanced Assessments:</p> <ul style="list-style-type: none"> 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. JCCS staff will continue to support the utilization of Chromebooks to administer the Smarter Balanced Assessment. <p>1.e.3 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><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 Instructional Technology support: \$35,000 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 In 2017-18, the Leadership Team will review the local assessments to ensure appropriate depth and rigor.</p> <p>1.f.2 If the NWEA is still in use, JCCS staff will implement the assessment and review results to inform instruction.</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 ensure appropriate use as a tool for placement decisions, progress monitoring, and informing 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: \$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 Special education and general education teachers will continue to work toward creating a team teaching model. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies academic and behavioral outcomes.</p>	<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>No additional costs for this action step.</p>

<p>Continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180.</p> <p>Special education administrators will continue to conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction.</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 administer the CELDT test to measure and monitor English language acquisition of all ELs. JCCS staff will continue to attend CELDT Scoring Training for Trainers (STOT) to ensure they are updated regarding scoring and calibration practices.</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.</p> <p>The LBook will continue to be used alongside the rBook to support English learners by providing instruction and practice in Academic Language and Literacy. 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. JCCS staff will continue to incorporate relevant ELD strategies into lesson plans for Character Based Literature.</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>__ALL</p> <hr/> <p>OR:</p> <p>__Low Income pupils X English Learners (1.h.1-3)</p> <p>__Foster Youth X Redesignated fluent Eng. prof. (1.h.4)</p> <p>__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/ LBook (Licenses, hosting, maintenance, books): \$5,400 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p> <p>Expenditure: Read 180 facility space: \$35,527.70 Source: LCFF Supp. & Concentration Object Code: 5610</p> <p>Expenditure Teaching Assistants: \$6,000 Source: LCFF</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1.a	Individualized Learning Plans (ILPs) will continue to be developed and utilized for 100% of JCCS students, and course completion will be tracked for credits completed.		
	1.b.1	100% of JCCS staff will make continued instructional shifts toward implementation of ELA and ELD standards, as measured by JCCS staff attendance at CCSS-aligned professional development trainings, lesson plan review, and use of the walkthrough observation tool, and the appropriate integration of technology to support student learning.		
	1.b.2	During the 2018-19 school year, the classroom walkthrough tool will be updated and consistently utilized.		
	1.c.1	By October 2018, a JCCS Professional Development Plan will be updated for professional learning and curriculum review. By May 2019, 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 2018-19 school year, JCCS will continue to implement CTE courses through the CTE Incentive Grant program. CTE course completion rate will be tracked and evaluated.		
	1.d.2	During the 2018-19 school year, all JCCS students will have exposure to career and job skills programs through post-secondary career interest surveys, seminars, and guest speakers provided through the coordinated efforts of JCCS, special education vocational services, Partners In Education 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	JCCS will administer all state-required assessments, as appropriate, including Smarter Balanced Assessments and the English Language Proficiency Assessments for California (ELPAC). Results will be reported, analyzed and used to inform instruction. Note: In 2018-19, the ELPAC will be fully operational, and the CELDT will no longer be administered.		
	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	CELDT overall scores will be increased by at least one proficiency level for English Learners who test with JCCS for two consecutive CELDT administration cycles.		
	1.h.2	All 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; provide appropriate support to ensure effective student transitions.</p> <p>1.a.1 JCCS teachers will continue to 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. Credit recovery courses will continue to be examined for relevancy and efficacy for use as credit recovery programs. Courses taken and credits earned by students matriculating in and out of JCCS will be tracked to determine progress and improve practice. Instruction will continue to be provided JCCS teachers, special education teachers and supported by teacher assistants.</p> <p>Anywhere Learning System (A+) and Odysseyware will continue to be provided, offering a breadth of coursework opportunities for students.</p> <p>1.a.2 To provide greater access to direct instruction course offerings, SBCEO will consider funding additional teachers at Los Robles High School and/or Juvenile Hall.</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. Teachers provide the Homework Club during their regular work hours, therefore, there is no cost to this action step.</p> <p>1.a.4 The Student Data Advisor will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation).</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: Teacher Assistant salaries and benefits: \$15,972 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Anywhere Learning A+ (or other system): \$5,000 Source: LCFF Supplemental & Concentration Object Code: 5800</p> <p>Expenditure: Odysseyware: 14,250 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p> <p>Expenditure: Additional teacher: \$145,000 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p> <p>Expenditure: Overflow teacher: \$30,000 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p>
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			Expenditure: Student Data Advisor: \$73,000 Source: LCFF Supplemental & Concentration Object Code: 2000s/3000s
<p>Align and continually update JCCS courses to new standards and implement necessary instructional shifts.</p> <p>1.b.1 In 2018-19, JCCS staff will continue to implement Character Based Literacy and work toward improved practice, calibration and incorporation of strategic ELD practices. JCCS staff will utilize Newsworthy to integrate informational text into English language arts and other core subject areas. JCCS staff will continue to integrate the Science and History component of the program to create coherence between curricular subjects.</p> <p>JCCS staff will continue to incorporate technology into the instructional program by assessing and potentially implementing online formative assessment programs and other programs designed to support Character Based Literacy.</p> <p>JCCS teachers and Teacher Assistants will: (a) engage in professional development specific to Character Based Literacy; (b) continue to attend ELA/ELD and mathematics trainings offered through SBCEO Curriculum & Instruction Division; (c) and engage in JCCS-based study around lesson planning, assessment and analysis of student learning.</p> <p>Teachers and teaching assistants will continue to provide instruction through whole group, small group and one-to-one instruction.</p>	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	Expenditure: Character Based Literacy: \$12,000 (books and licenses) Source: LCFF Supplemental & Concentration Object Code: 4300 Expenditure: TA salaries and benefits: \$125,000 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000 Expenditure: Professional Development: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200

<p>JCCS staff will work toward submitting one or more courses for A-G approval. Staff will tabulate completion rates for A-G approved Odysseyware and A+ courses.</p> <p>1.b.2 For 2018-19, the walkthrough tool will be updated to include new areas of focus for JCCS. In fall 2018, the Leadership Team will discuss a process and create a timeline for peer visitations.</p>			<p>Expenditure: Subs for teachers & TAs: \$7,000 Source: LCFF Supplemental & Concentration Object Code: (1140/2140)</p> <p>Expenditure: Mileage: \$350 Source: LCFF Supplemental & Concentration Object Code: 5200</p>
<p>Create JCCS Professional Development Plan to include: (a) a process for evaluating instructional materials against common core standards, and (b) ensuring continued professional growth in incorporating ELA/ELD and mathematics instructional practices.</p> <p>1.c.1 A JCCS Professional Development Plan will updated by October 2018 to identify specific trainings for staff that support LCAP goals.</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 continue to study best practices in the areas of instruction and classroom management. The walkthrough tool will be used to review current practice and assist with continued improvement and calibration.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" 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 additional costs for this action step.</p>

<p>Ensure student access to CTE courses, and strengthen post-secondary educational and career opportunities.</p> <p>1.d.1 In 2016-17, CTE courses will be available to students through new direct instruction courses and via online software.</p> <ul style="list-style-type: none"> Assuming the grant is renewed, the ROP Director, Assistant Superintendent of Educational Services, JCCS Director, and Camp Director will continue to implement the CTE courses in alignment with the <i>11 Elements of a High-Quality CTE Program</i>. If specific areas of improvement were identified during the 2017-18 review, staff will work toward making necessary improvements. The catalog of Odyessyware CTE coursework will continue to be offered. <p>1.d.2 Through valuable partnerships, JCCS students will have opportunities to learn about important career and post-secondary options:</p> <ul style="list-style-type: none"> Partners in Education will continue to provide career awareness education throughout the year to include guest speakers, resume coaching and mock-interviews. Career and job skills awareness opportunities will also continue to be provided through mini seminars, guest speakers and a career fair coordinated through JCCS, special education vocational services and community partners, including community colleges. JCCS students will continue to take the "Career Cruising" survey provided by Allan Hancock Community College to ascertain aptitude, abilities and learning styles related to career opportunities. <p>1.d.3 JCCS IEP teams will continue to improve the quality of students' ITPs by:</p> <ul style="list-style-type: none"> Exploring career interest assessment tools that are current and reflective of individual learning styles 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> <p>-----</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>Odyessyware costs are included in 1.a.1</p> <p>Expenditure: LCFF will fund \$63,278 of the matching requirement for the CTE Incentive Grant. Source: LCFF Supplemental & Concentration Object Codes: 1000/2000/3000</p> <p>Partners In Education will provide career awareness speakers, resume coaching and mock-interviews free of charge through collaborative partnership with JCCS.</p> <p>Agency partners and community colleges will provide mini-seminars free of charge.</p> <p>Allan Hancock Community College will provide JCCS with free access to Career Cruising.</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 JCCS staff will implement any new accountability requirements adopted by the State Board of Education.</p> <p>1.e.1 Smarter Balanced Assessments:</p> <ul style="list-style-type: none"> 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. JCCS staff will continue to support the utilization of Chromebooks to administer the Smarter Balanced Assessment. <p>1.e.2 During 2018-19, 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><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 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 In 2018-19, the Leadership Team will review the local assessments to ensure appropriate depth and rigor.</p> <p>1.f.2 If the NWEA is still in use, JCCS staff will implement the assessment and review results to inform instruction.</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 ensure appropriate use as a tool for placement decisions, progress monitoring, and informing 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: \$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 Special education and general education teachers will continue to work toward creating a team teaching model. The Special Education Coordinator and JCCS Director will work with teachers regarding inclusion support, including supports and strategies</p>	<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>No additional cost for this action step.</p>

<p>academic and behavioral outcomes.</p> <p>Continue to implement System 44 and other identified intervention materials for students with disabilities who cannot access Read 180.</p> <p>Special education administrators will continue to conduct classroom observations at least one time per quarter and work with collaborative teams to refine instruction.</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 will administer the California English Language Development Test (CELDT) and/or the English Language Proficiency Assessments for California (ELPAC), as required. JCCS staff will attend training necessary to administer and score both the CELDT and the ELPAC, as needed.</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.</p> <p>The LBook will continue to be used alongside the rBook to support English learners by providing instruction and practice in Academic Language and Literacy. 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. JCCS staff will continue to incorporate relevant ELD strategies into lesson plans for Character Based Literature.</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 Eng. prof. (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/ LBook (Licenses, hosting, maintenance, books): \$5,400 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p> <p>Expenditure: Read 180 facility space: \$35,527.70 Source: LCFF Supp. & Concentration Object Code: 5610</p> <p>Expenditure Teaching Assistants: \$7,000</p>

Source: LCFF Supplemental & Concentration
Object Code: 2100/2140/3000

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:	2.a. Continue to ensure that 100% of JCCS teachers are appropriately credentialed and highly qualified in the subjects they teach. (Metric: Williams reports) 2.b. Provide structured professional learning to support the delivery of standards-aligned instructional practices based on the learning and language needs of JCCS students. (Metrics: JCCS Professional Development Plan) 2.c. Provide professional learning opportunities to integrate technology into the instructional program to support learning experiences and opportunities for all students. (Metrics: JCCS Professional Development Plan; SBCEO Technology Plan).
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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: 2016-17

Expected Annual Measurable Outcomes:	2.a. 100% of JCCS teachers will be properly certificated, highly qualified and appropriately assigned., as demonstrated by the Williams report. 2.b. By October 2016, JCCS staff will update the JCCS Professional Development Plan to provide greater access to relevant professional development specific to CCSS and the ELA/ELD Framework. 2.c. By December 2016, JCCS staff will update the Technology Plan and the JCCS Professional Development Plan to ensure effective use of technology.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure teachers are properly certificated, highly qualified and appropriately assigned. 2.a.1 Work with SBCEO Human Resources, the Santa Barbara County Education Association (SBCEA) and JCCS administrators and teachers to ensure that 100% of JCCS teachers are appropriately credentialed and qualified. For 2016-17, this will include learning about any new Every Student Succeeds Act (ESSA) requirements.	LEA-wide	X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No additional costs for this action step.

<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.b.1 Create a <u>JCCS Professional Development Plan</u> to ensure that all JCCS staff are engaged in professional learning specific to the common core standards and the ELA/ELD Framework. The JCCS PD Plan will include:</p> <ul style="list-style-type: none"> • Structured Leadership Team meetings designed to enhance instruction and learning for all students • Structured opportunities for JCCS and special education staff to meaningfully implement the new Character Based Literacy Program • Structured opportunities for JCCS, special education and Probation partners to collaborate around learning opportunities and barriers for students, including trauma informed care and racial and ethnic disparity • Relevant and appropriate opportunities provided through the SBCEO Curriculum & Instruction Division <p>2.b.2 JCCS staff and Probation partners will receive training regarding graduation options in order to improve support and guidance for students and parents/guardians.</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 checked="" type="checkbox"/> Low Income pupils (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1)</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: (Note, these costs are duplicated from 1.b.1) Professional Development: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200</p>
<p>Provide professional learning opportunities that support the effective use of technology to enhance student learning.</p> <p>2.c Update and appropriately align the JCCS Technology Plan with the JCCS Professional Development Plan. The JCCS Technology Plan will identify short- and long- term infrastructure projects and describe devices, programs and training needed to support instruction program and assessment. JCCS is currently undergoing rapid change with respect to technology, and the JCCS Technology Plan will likely evolve during the 2016-17 school year.</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: JCCS portion above E-rate for wireless LAN: \$14,549 Source: LCFF Supplemental & Concentration Object Code: 6400</p> <p>Expenditure: An extensive assessment of infrastructure needs is currently underway and is due to be completed by fall 2016. This will likely result in a 2-3 year upgrade phase-in.</p>
<p>LCAP Year 2: 2017-18</p>			

Expected Annual Measurable Outcomes:	<p>2.a 100% of JCCS teachers will be properly certificated, highly qualified and appropriately assigned., as demonstrated by the Williams report.</p> <p>2.b. By October 2017, JCCS staff will update the JCCS Professional Development Plan 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 Technology Plan and the JCCS Professional Development Plan to ensure effective use of technology.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure teachers are properly certificated, highly qualified and appropriately assigned.</p> <p>2.a.1 Work with SBCEO Human Resources, the Santa Barbara County Education Association (SBCEA) and JCCS administrators and teachers to ensure that 100% of JCCS teachers are appropriately credentialed and qualified. For 2017-18, incorporate any new requirements established through the Every Student Succeeds Act (ESSA).</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>	No additional costs for this action step.
<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.b.1 Create a <u>JCCS Professional Development Plan</u> to ensure that all JCCS staff are engaged in professional learning specific to the common core standards and the ELA/ELD Framework. The JCCS PD Plan will include:</p> <ul style="list-style-type: none"> • Structured Leadership Team meetings designed to enhance instruction and learning for all students • Structured opportunities for JCCS and special education staff to meaningfully implement the new Character Based Literacy Program • Structured opportunities for JCCS, special education and Probation partners to collaborate around learning opportunities and barriers for students, including trauma informed care and racial and ethnic disparity • Relevant and appropriate opportunities provided through the SBCEO Curriculum & Instruction Division <p>2.b.2 JCCS and Probation staff will continue to communicate with each other and with students regarding graduation options.</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 checked="" type="checkbox"/> Low Income pupils (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1)</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expenditure: (Note, these costs are duplicated from 1.b.1) Professional Development: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200</p>

<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.c Update the JCCS Technology Plan to identify needs related to infrastructure, devices, programs, and training in support of instruction and assessment.</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: An extensive assessment of infrastructure needs is currently underway and is due to be completed by fall 2016. This will likely result in a 2-3 year upgrade phase-in.</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>2.a 100% of JCCS teachers will be properly certificated, highly qualified and appropriately assigned., as demonstrated by the Williams report.</p> <p>2.b. By October 2018, JCCS staff will update the JCCS Professional Development Plan to provide greater access to relevant professional development specific to CCSS and the ELA/ELD Framework.</p> <p>2.c. By December 2018, JCCS staff will update the Technology Plan and the JCCS Professional Development Plan to ensure effective use of technology.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Ensure teachers are properly certificated, highly qualified and appropriately assigned.</p> <p>2.a.1 Work with SBCEO Human Resources, the Santa Barbara County Education Association (SBCEA) and JCCS administrators and teachers to ensure that 100% of JCCS teachers are appropriately credentialed and qualified. For 2018-19, incorporate any new requirements established through the Every Student Succeeds Act (ESSA).</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>No additional costs for this action step.</p>
<p>Provide professional learning opportunities based on, aligned with, and in direct support of research driven practices.</p> <p>2.b.1 Create a <u>JCCS Professional Development Plan</u> to ensure that all JCCS staff are engaged in professional learning specific to the common core standards and the ELA/ELD Framework. The JCCS PD Plan will include:</p> <ul style="list-style-type: none"> • Structured Leadership Team meetings designed to enhance instruction and learning for all students • Structured opportunities for JCCS and special education staff to meaningfully implement the new Character Based Literacy Program • Structured opportunities for JCCS, special education and Probation partners to collaborate around learning 	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 checked="" type="checkbox"/> Low Income pupils (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1)</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure: (Note, these costs are duplicated from 1.b.1) Professional Development: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200</p>

<p>opportunities and barriers for students, including trauma informed care and racial and ethnic disparity</p> <ul style="list-style-type: none"> • Relevant and appropriate opportunities provided through the SBCEO Curriculum & Instruction Division <p>2.b.2 JCCS and Probation staff will continue to communicate with each other and with students regarding graduation options.</p>			
<p>Provide professional learning opportunities that support the effective use of technology to enhance student learning.</p> <p>2.c Update the JCCS Technology Plan to identify needs related to infrastructure, devices, programs, and training in support of instruction and assessment.</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:</p> <p>An extensive assessment of infrastructure needs is currently underway and is due to be completed by fall 2016. This will likely result in a 2-3 year upgrade phase-in.</p>

GOAL 3:	Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.		<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 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:	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)		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<p>3.a.1 Community schools will continue to decrease the number of suspensions by 1% from the baseline established in 2014-15.</p> <p>3.a.2 Staff will update and continue to implement the JCCS Safety Plan, which includes student behavior supports and options for disciplinary actions. JCCS will evaluate the plan for effectiveness, and identify necessary adjustments for improvement. In addition to reducing the suspension rate, JCCS behavior and connectedness to school will be measured by responses to the California Healthy Kids Survey and JCCS student survey.</p> <p>3.b Community School student attendance 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 with accelerated progress toward high school graduation will increase by 1%.</p> <p>3.d 100% compliance will be demonstrated on the Williams Facility Inspection Tool (FIT) report.</p>		

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 provide academic supports, behavioral supports, and transition services to decrease the number of suspensions.</p> <p>3.a.2 JCCS staff will update the JCCS Safety Plan. Staff will work with Probation to improve the grids for pro-social behavior and misbehavior. Incentives, in particular, need to be an area of focus for 2016-17. The Assistant Superintendent of Educational Services and JCCS Director visited Kings County COE, and would like to work toward a similar model.</p> <p>JCCS staff, supported by teaching assistants, will continue to implement, evaluate and adjust the CHAMPs classroom management system. During 2016-17, JCCS staff will focus on establishing a common vision for CHAMPS and calibrating behavioral expectations.</p> <p>3.a.3 JCCS staff will continue to incorporate restorative practices to resolve conflict. As trainings become available for 2016-17, JCCS staff will be registered, and new learning from trainings will be</p>	<p>Community Schools 3.a.1 – 3.a.5)</p> <p>Court Schools (3.a.2 – 3.a.6)</p>	<p><u>X</u> ALL</p>	<p>Expenditure Restorative Justice registrations: \$250 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Subs for Restorative Justice, CPI, MHTC: \$5,735 Source: LCFF Supplemental & Concentration Object Codes: 1000s, 2000, 3000s</p> <p>Expenditure: Mileage for Restorative Justice, CPI, MHTC: \$484 Source: LCFF Supplemental &</p>

<p>shared system-wide through Leadership Team and at staff meetings.</p> <p>3.a.4 JCCS teachers and teaching assistants will receive training for Crisis Prevention & Intervention implementation CPI in 2016-17.</p> <p>3.a.5 The JCCS Safety Plan will be evaluated by staff and updated accordingly.</p> <p>3.a.6 JCCS and probation staff will enhance communication and collaboration around a host of topics, to include the creation of an incentive grid to incentivize pro-social behavior, review of disciplinary actions, improved calibration of processes and procedures, and the continuation of the educational program and social interaction for youth confined to their cells.</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>Concentration Object Code: 5000s</p> <p>Note: CPI registrations will be funded by the SELPA and MHTC will be funded by Probation.</p> <p>Expenditure: Teaching Assistants to support positive behavior interventions: \$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 The community schools will work to improve school attendance and reduce the rate of chronic absenteeism and suspension through enhanced communication and partnership with parents and a combination of behavioral and academic supports and transition services.</p>	<p>Community School</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>Expenditure: AESOP: \$260 Source: LCFF Supplemental & Concentration Object Code: 5800</p>

<p>To promote student learning while classroom teachers are away, JCCS will utilize a new system, Automated Substitute Placement and Absence Management (AESOP), for managing employee absences and automatically scheduling qualified substitutes.</p>			
<p>Provide ample options to allow students to accelerate credit accrual toward high school graduation and transition.</p> <p>3.c.1 Upon student intake and throughout the 2016-17 school year, JCCS staff will work with students to create meaningful Individual Learning Plans (ILPs) to identify courses to be taken each semester and outline post-secondary college and career plans/interests. Online programs (i.e., A+ and Odysseyware) will continue to be used for credit recovery, to supplement courses that were in progress upon entry, and to augment direct instruction coursework. JCCS staff will continue to develop the master schedule based on student need.</p> <p>3.c.2 JCCS staff and probation partners will continue to 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, and community college options.</p> <p>3.c.3 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): \$5,700</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.1 Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.</p> <p>3.d.2 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased during the 2016-17 school year for Fitzgerald Community School students.</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>Cost and Source:</p> <p>3.d.1 TBD based upon need</p> <p>3.d.2: Expenditure: Gymnasium lease: \$41,462</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5610</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>3.a.1 Community schools will continue to decrease the number of suspensions by 1% from the baseline established in 2014-15.</p> <p>3.a.2 Staff will update and continue to implement the JCCS Safety Plan, including student behavior supports. JCCS will evaluate the plan for effectiveness, and identify necessary adjustments for improvement. In addition to reducing the suspension rate, JCCS behavior and connectedness to school will be measured by responses to the California Healthy Kids Survey and JCCS student survey.</p> <p>3.b Community School student attendance 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 with accelerated progress toward high school graduation will increase by 1%.</p> <p>3.d 100% compliance will be demonstrated 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 provide academic supports, behavioral supports, and transition services to decrease the number of suspensions.</p> <p>3.a.2 JCCS staff will update the JCCS Safety Plan. Staff will work with Probation to improve the grids for pro-social behavior and misbehavior. Incentives, in particular, need to be an area of focus for 2017-18.</p> <p>JCCS staff, supported by teaching assistants, will continue to implement, evaluate and adjust the CHAMP. During 2017-18, JCCS staff will continue to focus on organizing classrooms for student success and correcting specific misbehaviors.</p> <p>3.a.3 JCCS staff will continue to incorporate restorative practices to resolve conflict. As trainings become available for 2017-18, JCCS staff will be registered, and new learning from trainings will be shared system-wide through Leadership Team and at staff meetings.</p> <p>3.a.4 JCCS teachers and teaching assistants will receive Mental Health Training Curriculum for Juvenile Justice (MHTC) training in 2017-18.</p> <p>3.a.5 The JCCS Safety Plan will be evaluated by staff and updated accordingly.</p>	<p>Community Schools 3.a.1 – 3.a.5)</p> <hr/> <p>Court Schools (3.a.2 – 3.a.6)</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 Restorative Justice registrations: \$400 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Subs for Restorative Justice, CPI, MHTC: \$5,735 Source: LCFF Supplemental & Concentration Object Codes: 1000s, 2000, 3000s</p> <p>Expenditure: Mileage for Restorative Justice, CPI, MHTC: \$484 Source: LCFF Supplemental & Concentration Object Code: 5000s</p> <p>Note: CPI registrations will be funded by the SELPA and MHTC will be funded by Probation.</p>

<p>3.a.6 JCCS and probation staff will enhance communication and collaboration around:</p> <ul style="list-style-type: none"> • pro-social behavior and disciplinary actions • improved calibration of processes and procedures • continuation of the educational program and social interaction for youth confined to their cells 			<p>Expenditure: Teaching Assistants to support positive behavior interventions: \$16,000 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 The community schools will work to improve school attendance and reduce the rate of chronic absenteeism and suspension through enhanced communication and partnership with parents and a combination of behavioral and academic supports and transition services.</p> <p>JCCS will continue to utilize the Automated Substitute Placement and Absence Management (AESOP) for managing employee absences and automatically scheduling qualified substitutes.</p>	Community School	<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: AESOP: \$260 Source: LCFF Supplemental & Concentration Object Code: 5800</p>
<p>Provide ample options to allow students to accelerate credit accrual toward high school graduation and transition.</p> <p>3.c.1 Upon student intake and throughout the school year, JCCS staff will work with students to create meaningful Individual Learning Plans (ILPs) to identify courses to be taken each semester and outline post-secondary college and career plans/interests.</p> <p>Online programs will continue to be used for credit recovery, to supplement courses that were in progress upon entry, and to augment direct instruction coursework. JCCS staff will continue to develop the master schedule based on student need.</p> <p>3.c.2 JCCS staff and probation partners will continue to 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, and community college options.</p> <p>3.c.3 Students will 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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Anywhere Learning System (see 1.a.1 above)</p> <p>Expenditure: Aeries (Eagle): \$5,700 Source: LCFF Supplemental & Concentration Object Code: 5650</p>
<p>Create and maintain a learning environment that is safe, in good</p>	LEA-wide	<p><input checked="" type="checkbox"/> ALL</p>	<p>Cost and Source:</p>

<p>repair, and supportive of academic growth.</p> <p>3.d.1 Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.</p> <p>3.d.2 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased during the 2017-18 school year for Fitzgerald Community School students.</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>3.d.1 TBD based upon need</p> <p>3.d.2: Expenditure: Gymnasium lease: \$41,462</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5610</p>
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LCAP Year 3: 2018-19			
<p>Expected Annual Measurable Outcomes:</p>	<p>3.a.1 Community schools will continue to decrease the number of suspensions by 1% from the baseline established in 2014-15.</p> <p>3.a.2 Staff will update and continue to implement the JCCS Safety Plan, including student behavior supports. JCCS will evaluate the plan for effectiveness, and identify necessary adjustments for improvement. In addition to reducing the suspension rate, JCCS behavior and connectedness to school will be measured by responses to the California Healthy Kids Survey and JCCS student survey.</p> <p>3.b Community School student attendance 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 with accelerated progress toward high school graduation will increase by 1%.</p> <p>3.d 100% compliance will be demonstrated on the Williams Facility Inspection Tool (FIT) report.</p>		
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 provide academic supports, behavioral supports, and transition services to decrease the number of suspensions.</p> <p>3.a.2 JCCS staff will update the JCCS Safety Plan. Staff will work with Probation to improve the grids for pro-social behavior and misbehavior. Incentives, in particular, need to be an area of focus for 2018-19.</p> <p>JCCS staff, supported by teaching assistants, will continue to implement, evaluate and adjust the CHAMP. During 2018-19, JCCS staff will continue to focus on organizing classrooms for student success and correcting specific misbehaviors.</p> <p>3.a.3 JCCS staff will continue to incorporate restorative practices to</p>	<p>Community Schools 3.a.1 – 3.a.5)</p> <p>Court Schools (3.a.2 – 3.a.6)</p>	<p><u>X</u> ALL</p>	<p>Expenditure Restorative Justice registrations: \$400 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Subs for Restorative Justice, CPI, MHTC: \$5,735 Source: LCFF Supplemental & Concentration Object Codes: 1000s, 2000, 3000s</p>

<p>resolve conflict. As trainings become available for 2018-19, JCCS staff will be registered, and new learning from trainings will be shared system-wide through Leadership Team and at staff meetings.</p> <p>3.a.4 JCCS teachers and teaching assistants will receive training for Crisis Prevention & Intervention implementation CPI in 2018-19.</p> <p>3.a.5 The JCCS Safety Plan will be evaluated by staff and updated accordingly.</p> <p>3.a.6 JCCS and probation staff will enhance communication and collaboration around:</p> <ul style="list-style-type: none"> • pro-social behavior and disciplinary actions • improved calibration of processes and procedures • continuation of the educational program and social interaction for youth confined to their cells 		<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: Mileage for Restorative Justice, CPI, MHTC: \$484</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5000s</p> <p>Note: CPI registrations will be funded by the SELPA and MHTC will be funded by Probation.</p> <p>Expenditure: Teaching Assistants to support positive behavior interventions: \$18,000</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 2100/2140/3000</p>
<p>Provide appropriate supports to ensure regular school attendance and promote continuous learning.</p> <p>3.b The community schools will work to improve school attendance and reduce the rate of chronic absenteeism and suspension through enhanced communication and partnership with parents and a combination of behavioral and academic supports and transition services.</p>	<p>Community School</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>Expenditure: AESOP: \$260</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5800</p>

<p>JCCS will continue to utilize the Automated Substitute Placement and Absence Management (AESOP) for managing employee absences and automatically scheduling qualified substitutes. To promote student learning while classroom teachers are away, JCCS will utilize a new system, Automated Substitute Placement and Absence Management (AESOP), for managing employee absences and automatically scheduling qualified substitutes.</p>			
<p>Provide ample options to allow students to accelerate credit accrual toward high school graduation and transition.</p> <p>3.c.1 Upon student intake and throughout the school year, JCCS staff will work with students to create meaningful Individual Learning Plans (ILPs) to identify courses to be taken each semester and outline post-secondary college and career plans/interests.</p> <p>Online programs will continue to be used for credit recovery, to supplement courses that were in progress upon entry, and to augment direct instruction coursework. JCCS staff will continue to develop the master schedule based on student need.</p> <p>3.c.2 JCCS staff and probation partners will continue to 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, and community college options.</p> <p>3.c.3 Students will 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> <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): \$5,700</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.1 Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.</p> <p>3.d.2 To promote fitness, teamwork, cooperation, and engagement, gymnasium space will continue to be leased during the 2018-19 school year for Fitzgerald Community School students.</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>Cost and Source:</p> <p>3.d.1 TBD based upon need</p> <p>3.d.2: Expenditure: Gymnasium lease: \$41,462</p> <p>Source: LCFF Supplemental & Concentration</p> <p>Object Code: 5610</p>

GOAL 4:	Expelled youth will be provided a strong academic environment, effective rehabilitation services and appropriate social/emotional support.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9 x 10__ Local: Specify _____
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Identified Need:	Improve services for expelled youth 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.)
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Goal Applies to:	Schools: LEA-wide
	Applicable Pupil Subgroups: All Expelled Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>4.a JCCS teachers will continue to provide 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 expulsions, 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 <i>Santa Barbara County Plan for Expelled Youth</i>, 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 complete the terms and conditions of their rehabilitation plans. 4.a.1 JCCS administrators and staff will: <ul style="list-style-type: none"> Review rehabilitation plans with home school and students upon entry Monitor progress to foster success 4.a.2 JCCS staff will provide expelled students with specific support as identified in the ILP, including accelerated coursework needed for graduation.	LEA-wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	No cost

<p>4.b SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the <i>Santa Barbara County Plan for Expelled Youth</i>.</p> <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</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: JCCS Child Welfare and Attendance salary/benefits: \$34,000</p> <p>Source: LCFF supplemental and concentration</p> <p>Object Code: 1300/3000</p>
<p>4.c JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.</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: Counseling services: \$40,000</p> <p>Source: Title I-D</p> <p>Object Code: 5800</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>4.a JCCS teachers will continue to provide 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 expulsions, 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 <i>Santa Barbara County Plan for Expelled Youth</i>, 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>		
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 complete the terms and conditions of their rehabilitation plans.</p> <p>4.a.1 JCCS administrators and staff will:</p> <ul style="list-style-type: none"> Review rehabilitation plans with home school and students upon entry Monitor progress to foster success <p>4.a.2 JCCS staff will provide expelled students with specific support as identified in the ILP, including accelerated coursework needed for graduation.</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>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> <p>The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i>.</p>			
<p>4.c JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans. Provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.</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: JCCS Child Welfare and Attendance salary/benefits: \$35,000 Source: LCFF supplemental and concentration Object Code: 1300/3000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>4.a JCCS teachers will continue to provide an appropriate and relevant learning environment in which students can meet the terms and conditions of their rehabilitation plans. 78% of expelled youth will meet the terms and conditions of their expulsions, 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 <i>Santa Barbara County Plan for Expelled Youth</i>, 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>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
<p>Provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.</p> <p>4.a.1 JCCS administrators and staff will:</p> <ul style="list-style-type: none"> Review rehabilitation plans with home school and students upon entry Monitor progress to foster success <p>4.a.2 JCCS staff will provide expelled students with specific support as identified in the ILP, including accelerated coursework needed for graduation.</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>	No cost

<p>4.b SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the <i>Santa Barbara County Plan for Expelled Youth</i>.</p> <p>The CWA will continue to post on the SBCEO website the <i>Santa Barbara County Plan for Expelled Youth</i>.</p>			
<p>4.c JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans. Provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans.</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: JCCS Child Welfare and Attendance salary/benefits: \$36,000 Source: LCFF supplemental and concentration Object Code: 1300/3000</p>

GOAL 5:	<p>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.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7 X 8__</p> <p>COE only: 9__ 10 X</p> <p>Local : Specify _____</p>
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Identified Need :	<p>Due to frequent placement changes experienced by foster youth, there is a critical need to identify and refine processes and protocols specific to the sharing of information regarding health and education records, the efficient and expeditious transfer of records, the provision of support services, and the timely evaluation of transcripts to ensure access to AB 216 for foster youth. (Metrics include: meeting minutes; signed MOU specific to data sharing system; policies and administrative regulations, and training log.)</p>		
Goal Applies to:	Schools:	All	Foster and Homeless youth

LCAP Year 1: 2016-17	
Expected Annual Measurable Outcomes:	<p>5.a SBCEO Transitional Youth Services (TYS) Program Manager will convene and a JCCS representative(s) will participate in a countywide workgroup to identify effective practices concerning information sharing specific to foster youth, analyze results, potentially execute a Memorandum of Understanding regarding information sharing and if an MOU is signed, district will attend necessary trainings, effectively implement system, and participate in countywide evaluation. (Metrics: Signed MOU specific to data sharing system, meeting minutes, and training log.)</p> <p>5.b The Assistant Superintendent of Educational Services and/or JCCS staff will attend workgroup meetings to refine practices associated with the transfer of student records, provision of services, prompt enrollment, and the awarding of partial credit to transferring foster homeless youth. District will begin developing procedures for collecting baseline data regarding the enrollment of foster youth and the awarding of partial credits. (Metrics: policies, administrative regulations, workgroup meeting logs and agendas)</p> <p>5.c JCCS staff will identify 100% of students who qualify for AB 216 and provide training to staff regarding the requirement to ensure access to AB 216. (Metrics: policies, administrative regulations, training logs and agendas)</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.a.1 JCCS representative(s) will work with the Santa Barbara County Foster Youth Services Coordinating Council (FYSCC), educational agencies, county welfare agencies, and county probation departments to identify a relevant and timely system for sharing foster youth educational and placement information. Data sharing systems will be evaluated as a part of this process, and the evaluation will include assessments of encryption, permissions, implementation, cost, etc.</p> <p>5.a.2 When a system has been identified, JCCS staff will work with the SBCEO TYS Program Manager to execute the signing of MOUs and facilitate proper training to ensure appropriate implementation.</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 additional costs for this action.
<p>5.b.1 JCCS representative(s) will attend a bi-monthly meeting, facilitated workgroup meetings, and participate in ongoing communication and collaboration between LEAs and county agencies to ensure minimal disruption to school placement of foster and youth and timely sharing of educational information between agencies.</p> <p>5.b.2 JCCS staff will ensure that JCCS foster and homeless youth:</p> <ul style="list-style-type: none"> • Are immediately enrolled and appropriately placed in the same/equivalent grade and classes. • Partial credits are calculated using a uniform formula and are consistently issued. <p>5.b.3 JCCS representative(s) will work with the Santa Barbara County Foster Youth Services Coordinating Council (FYSCC) to explore countywide methods for collecting data on the enrollment of foster youth and the issuance/acceptance of partial credits.</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 checked="" type="checkbox"/> Other Subgroups: Homeless Youth</p>	At this time, there are no known costs for this action. The FYSCC subcommittee and the SBCEO IT Department are in the process of reviewing <i>Foster Focus</i> for possible consideration.
<p>5.c.1 JCCS representative(s) will work with the Santa Barbara County Foster Youth Services Coordinating Council (FYSCC) to develop policies and protocols to ensure mechanisms are in place for identifying foster youth who may be eligible for AB 216.</p> <p>CCS staff will ensure that all students who qualify for AB 216 are identified and the rights of all foster youth are met, including:</p> <ul style="list-style-type: none"> • 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 	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 additional costs for this action.

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>5.a JCCS representative(s) will attend necessary trainings on data sharing system, effectively implement system, and participate in countywide evaluation. (Metrics: Meeting minutes, and training log.)</p> <p>5.b JCCS representative(s) will attend workgroup meetings to refine practices associated with the transfer of student records, provision of services, prompt enrollment, and the awarding of partial credit to transferring foster and homeless youth. District will have the infrastructure necessary to collect baseline data regarding the enrollment of foster youth and the awarding of partial credits. (Metrics: Workgroup meeting logs and agendas, baseline data on enrollment and partial credit)</p> <p>5.c District will continue to identify 100% of students who qualify for AB 216 and provide training to staff regarding the requirement to ensure access to AB 216. (Metrics: Training logs and agendas)</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>5.a.1 JCCS staff will implement identified data sharing system and continue to provide training and support to participating personnel.</p> <p>5.a.2 JCCS staff will assess implementation, training and support, provide input to the FYSCP Executive Advisory Council, and utilize findings to modify and refine practices in order to best meet the needs of foster youth.</p>	<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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional costs for this action.</p>
<p>5.b.1 JCCS representative(s) will attend a bi-monthly meeting, facilitated workgroup meetings, and participate in ongoing communication and collaboration between LEAs and county agencies to ensure minimal disruption to school placement of foster youth and timely sharing of educational information between agencies.</p> <p>5.b.2 JCCS staff will continue to refine practices ensuring:</p> <p>a) Foster and homeless youth are immediately enrolled and appropriately placed in the same/equivalent grade and classes.</p> <p>b) Partial credits are calculated using a uniform formula and are consistently issued.</p> <p>5.b.3 JCCS staff will collect data on the enrollment of foster youth and the issuance/acceptance of partial credits.</p> <p>5.b.4 JCCS staff will continue to provide staff with training, in collaboration with SBCEO TYS, regarding best practices for the transfer and enrollment of foster and homeless youth and awarding of partial credits.</p>	<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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: Homeless Youth</p>	<p>If a database is selected, there may be small ongoing costs that would need to be funded by LCFF Supplemental and Concentration grant funds.</p>

<p>5.c.1 JCCS staff will continue to ensure mechanisms are in place for identifying foster youth who may be eligible for AB 216, evaluate the effectiveness of district practices and refine practices if necessary to reach a 100% success rate.</p> <p>5.c.2 JCCS staff will collaborate with SBCEO TYS to provide ongoing training to district staff to ensure foster youth have access to AB 216 rights. JCCS staff will work to:</p> <ul style="list-style-type: none"> • Minimize disruption to education and school placement • Share education information between districts and agencies • Notify districts of foster youth placement changes • Ensure the quick transfer of education records 	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 additional costs for this action.
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>5.a JCCS staff will utilize data sharing system and attend necessary trainings.</p> <p>5.b JCCS representative(s) will continue to attend workgroup meetings to refine practices associated with the transfer of student records, provision of services, prompt enrollment, and the awarding of partial credit to transferring foster and homeless youth. Baseline data related to foster youth will be analyzed. (Metrics: Workgroup meeting logs and agendas)</p> <p>5.c JCCS staff will identify 100% of students who qualify for AB 216 and provide training to staff regarding the requirement to ensure access to AB 216. (Metrics: training logs and agendas)</p>		
	<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>
<p>5.a.1 JCCS staff will continue to provide training and support to participating personnel utilizing the data sharing system.</p> <p>5.a.2 JCCS staff will assess training and support, and utilize findings to modify and refine practices as necessary to best meet the needs of foster and homeless 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 checked="" type="checkbox"/> Other Subgroups: Homeless Youth</p>	No additional costs for this action.
<p>5.b.1 JCCS staff will attend a bi-monthly meeting, facilitated workgroup meetings, and participate in ongoing communication and collaboration between LEAs and county agencies to ensure minimal disruption to school placement of foster and homeless youth and timely sharing of educational information between agencies.</p> <p>5.b.2 JCCS will analyze and interpret baseline data on foster youth enrollment and the issuance of partial credits and refine policies and protocols to improve outcomes as necessary.</p> <p>5.b.3 JCCS will continue to provide staff with training, in</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 checked="" type="checkbox"/> Other Subgroups: Homeless Youth</p>	If a database is selected, there may be small ongoing costs that would need to be funded by LCFF Supplemental and Concentration grant funds.

collaboration with SBCEO TYS, regarding best practices for the transfer and enrollment of foster and homeless youth and awarding of partial credits.			
<p>5.c.1 JCCS staff will continue to ensure mechanisms are in place for identifying foster youth who may be eligible for AB 216, evaluate the effectiveness of district practices and refine practices if necessary to reach a 100% success rate.</p> <p>5.c.2 JCCS staff will collaborate with SBCEO TYS to provide ongoing training to district staff to ensure foster youth have access to AB 216 rights. JCCS staff will work to:</p> <ul style="list-style-type: none"> • Minimize disruption to education and school placement • Share education information between districts and agencies • Notify districts of foster youth placement changes • Ensure the quick transfer of education records 	LEA-wide	__ALL <hr/> OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional costs for this action.

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 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need:	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) 6.b Enhance collaboration with partner agencies to provide family and community trainings. (Metrics: agency training announcements and logs) 6.c Promote parent participation-programs for individuals with exceptional needs.		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	6.a Parent involvement in district and school-based activities will increase by 1% from 2015-16. (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. (Metrics: Evidence of community and agency support activities) 6.c Provide parents with information that will assist them to make informed decisions regarding their students' future school, work, and social experiences. (Metrics: Evidence of information sharing)		

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 Provide opportunities for parent/guardian participation and engagement through open houses, parent/teacher conferences, IEP's, and parent workshops. The new JCCS Director will work to identify improved strategies for parent outreach.</p> <p>Work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>Evaluate parent engagement activities to determine improvement strategies for 2017-18, including communicating positive messages to parents about student progress, etc. This will include communicating with other JCCS programs about strategies they use that are effective and sustainable.</p> <p>Communicate with Probation regarding the parent visitation schedule to determine if JCCS can provide support (i.e., determine which students are/are not receiving visits; discuss the impacts of visitations on student behavior, etc.).</p> <p>6.a.3 Continue to provide translation services for all district and school committee meetings, events and functions.</p> <p>6.a.4 Utilize the automated phone system at Fitzgerald Community School to communicate with parents about school events and student absences. JCCS staff will evaluate this system for efficacy before renewing the contract in February 2017.</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 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>Newsletters funded through Probation</p> <p>Expenditure Automated phone system: \$750 Source LCFF Supplemental & Concentration Object Code 5800</p>
<p>6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities.</p> <p>Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</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>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</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>	No cost Parent seminars covered by CADA;

<p>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. Engage parents in a partnership with school and community agencies that supports student academic achievement and social/ emotional well-being.</p>	<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities (6.c.1-3)</u></p>	<p>translation provided by JCCS staff.</p>
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LCAP Year 2: 2017-18			
<p>Expected Annual Measurable Outcomes:</p>	<p>6.a Parent involvement in district and school-based activities will increase by 1% from 2016-17. (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. (Metrics: Evidence of community and agency support activities)</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. (Metrics: Evidence of information sharing)</p>		
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 Provide opportunities for parent/guardian participation and engagement through open houses, parent/teacher conferences, IEP's, and parent workshops.</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expenditure Parent mailings and printing: \$700 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$100 Source LCFF</p>

<p>Work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>Evaluate parent engagement activities to determine improvement strategies for 2018-19, including communicating positive messages to parents about student progress, etc.</p> <p>6.a.3 Continue to provide translation services for all district and school committee meetings, events and functions.</p> <p>6.a.4 If the automated phone system is still in use at Fitzgerald Community School, ensure communication with parents about school events and student absences. If the program is discontinued, discuss and incorporate identified communication methods.</p>			<p>Supplemental & Concentration Object Code 4300</p> <p>Newsletters funded through Probation</p> <p>Expenditure Automated phone system: \$750 Source LCFF Supplemental & Concentration Object Code 5800</p>
<p>6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities.</p> <p>Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	No cost
<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>Engage parents in a partnership with school and community agencies that supports student academic achievement and social/ emotional well-being.</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 <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities (6.c.1-3)</u></p>	<p>No cost</p> <p>Parent seminars covered by CADA; translation provided by JCCS staff.</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>6.a Parent involvement in district and school-based activities will increase by 1% from 2017-18. (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. (Metrics: Evidence of community and agency support activities)</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. (Metrics: Evidence of information sharing)</p>		
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 Provide opportunities for parent/guardian participation and engagement through open houses, parent/teacher conferences, IEP's, and parent workshops.</p> <p>Work with the Parent School Advisory Committee to create, administer and evaluate a parent survey.</p> <p>Evaluate parent engagement activities to determine improvement strategies for 2019-20, including communicating positive messages to parents about student progress, etc.</p> <p>6.a.3 Continue to provide translation services for all district and school committee meetings, events and functions.</p> <p>6.a.4 If the automated phone system is still in use at Fitzgerald Community School, ensure communication with parents about school events and student absences. If the program is discontinued, discuss and incorporate identified communication methods.</p> <p>6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities.</p> <p>Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p>__ Low Income pupils __ English Learners</p> <p>__ Foster Youth __ Redesignated fluent English proficient</p> <p>__ Other Subgroups:(Specify)_____</p>	<p>Expenditure Parent mailings and printing: \$700 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$100 Source LCFF Supplemental & Concentration Object Code 4300</p> <p>Newsletters funded through Probation</p> <p>Expenditure Automated phone system: \$750 Source LCFF Supplemental & Concentration Object Code 5800</p>

<p>6.b Communicate regularly with community and agency partners to remain well-informed about trainings, services and opportunities.</p> <p>Communicate with and disseminate information to parents/guardians regarding community-based opportunities.</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>No cost</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>Engage parents in a partnership with school and community agencies that supports student academic achievement and social/ emotional well-being.</p>	<p>LEA-wide</p>	<p><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: <u>Students with Disabilities (6.c.1-3)</u></p>	<p>No cost</p> <p>Parent seminars covered by CADA; translation provided by JCCS staff.</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	Goal 1: All students will be engaged in a standards-aligned and relevant course of study, which includes Career Technical Education (CTE) courses and expanded post-secondary college and career opportunities. State and local assessments will be effectively used for formative and summative evaluation.		Related State and/or Local Priorities: 1 x 2 x 3 4 x 5 6 7 x 8 x COE only: 9 10 Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All, Students with Disabilities (g), English Learners (h)	
	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.		ILPs have been developed for 100% of students and are consistently being reviewed by staff and students, and course completion has been tracked for all students, and full or partial credit has been issued for all credits completed.

Expected Annual Measurable Outcomes	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.	Expected Annual Measurable Outcomes	100% of staff have made shifts toward common core aligned practices, as measured by new learning received during professional development activities, review of lesson plans, and classroom observations. Action 1.b.1 below outlines the professional development activities attended by staff.
	1.b.2 100% of JCCS staff will create individualized professional development goals by October 2015.		Specific attention was placed on instructional practices during all of the Leadership Team and staff meetings throughout the school year. Additionally, six staff members completed VPSS coursework that was specifically focused on lesson planning. It was verified that for students with IEPs, approximately 80% of goals were written in the areas of ELA and Math aligned to CCSS, the other 20% were written to address concerns related to the disability.
	1.b.3 During the 2015-16 school year, a classroom walkthrough tool will be finalized and utilized.		A formal process was implemented with teachers who were evaluated in 2015-16 in which they identified professional goals from the CSTPs. This is a practice we wish to continue as part of the evaluation process, but we will not ask all staff to create individual goals. For 2016-17, we will identify two staff-wide goals related to instructional practice in specific curricular areas. The goals will also be incorporated into the classroom walkthrough tool. Rather than creating a classroom walkthrough tool in 2015-16, the Leadership Team determined that it would be better to solidify which new curricular areas to include in the walkthrough tool, make some preliminary classroom observations to identify current practice across sites and throughout classrooms. We want this tool to help move our practice forward, and we knew we needed a better baseline and we wanted to wait until we made a decision on an ELA/ELD program. The Leadership Team will create the walkthrough tool and develop a process and timeline in fall 2016. The walkthrough tool will include both CHAMPS and the new ELA program, <i>Character Based Literacy</i> (CBL).

	<p>1.c.1 By October 2015, the JCCS Professional Development Plan will be updated, and by May 2016 implementation will be evaluated.</p>		<p>An evaluation of the JCCS Professional Development Plan was completed according to the specified timeline. It was determined that the next area of focus needs to be ELA. As a result, JCCS staff members have carefully reviewed several curricula, ultimately identifying Character Based Literacy as our program of choice. As a part of our professional development plan, two visitations were conducted to observe the program in operation: San Luis Obispo County Office of Education and Kings County Office of Education. An overview training was held on May 6th, and an implementation training has been scheduled for July 22nd.</p> <p>Since Common Core Implementation funds are no longer available from CDE, a CCSS Plan will not be created for 2016-17. Instead, we will create a JCCS Professional Development Plan that incorporates trainings opportunities associated with focus areas outlined in this plan.</p>
	<p>1.c.2 100% of JCCS students will have sufficient access to the standards aligned instructional materials, as evidenced by the Williams Report.</p>		<p>The JCCS Williams Instructional Materials Report verifies 100% compliance.</p>
	<p>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.</p>		<p>Significant time was spent this year planning and writing a CTE Incentive Grant for JCCS. The JCCS program received \$186,804 to implement 3 CTE courses during the 2016-17: Multimedia Printing, Culinary Arts and Auto Body (see 1.d.1 below for detail). The CTE Incentive Grant was very much a collaborative effort between SBCEO ROP, JCCS and Probation.</p> <p>Odysseyware was also implemented during the 2015-16 school year, providing access to 80 online CTE courses, and 56 students were engaged in coursework. (see 1.d.1 below for details)</p>

	<p>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.</p>		<p>Partners in Education has been an outstanding partner in providing yearlong support to our JCCS students regarding career awareness, resume coaching and mock-interviews. Partners have also provided an array of guest speakers to present to JCCS students regarding career options. Activities included:</p> <ul style="list-style-type: none"> • Resume Coaching Parts 1 & 2: 9/15 & 22/15 • Resume Coaching Parts 1 & 2: 10/13 & 27/15 • Career Panel (Arts, Media, and Entertainment): 11/10/15 • Career Panel - December 10, 2015 = Construction (1 panelist) & Auto Mechanic (2 panelist) • Resume Coaching Parts 1 & 2: January 2016 • Resume Coaching Parts 1 & 2: February 2016 • Career Week: 3/21-24/16 • Career Panel - April 14, 2016 = Hospitality (1 panelist), Tourism (1 panelist), Recreation (1 panelist) • Career Panel - May 17, 2016 = Sales & Marketing (1 panelist) • Career Panel (IT): 6/12/16 <p>Partners worked closely with teachers to plan and coordinate all of the activities. Formal meetings were held these dates:</p> <ul style="list-style-type: none"> • January 11, 2016 • January 20, 2016 • February 8, 2016 • March 2, 2016 • March 14, 2016 (Final agenda) • April 8, 2016 (Follow up/recap)
	<p>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.</p>		<p>100% of students with disabilities who are 15 years or older have as part of their IEP a comprehensive Individual Transition Plan (ITP), inclusive of goals and services that address students' post-secondary goals, and a 2-4 year course of study plan detailing courses to take each semester prior to graduation.</p>

	<p>1.e 100% of required state assessments will be administered, analyzed and reported, according to the following:</p> <ul style="list-style-type: none"> • 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. 	<p>The API was suspended during the March 2015 State Board of Education meeting.</p> <p>The California High School Exit Exam was administered to JCCS students until it was suspended in January 2016. JCCS has taken extensive measures to locate students for whom a diploma has been issued, including letters, notification on our website, and working with Probation to determine each students last known address and/or parent address.</p> <p>59 JCCS students were reported in the Online Assessment Reporting System (OARS) as having taken all or part of the Smarter Balanced Assessment with JCCS. 10 JCCS students were enrolled at some point during the testing window, but were not here long enough to take the assessment. For the reasons listed below, it was extremely difficult to ensure that all JCCS students participated in the assessment:</p> <ul style="list-style-type: none"> • Many JCCS students have short confinements, resulting in minimal enrollment periods. • It was clear upon entry that many students had been chronically absent from their home schools or had not been enrolled in school at all. <p>100% of English Learners were assessed using the CELDT.</p>
	<p>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.</p>	<p>JCCS assessments were reviewed to determine relevancy and to identify if they yield appropriate results to inform instruction. Local assessments under review were the SRI, the writing assessment, and the math assessment. It was determined that the math assessment was inadequate, and several interim mathematics assessments were evaluated. The goal was to identify an assessment that would produce meaningful and timely results. A decision was made to implement the Scholastic Mathematics Inventory (SMI), which began in March 2016.</p> <p>In 2016-17, the leadership team will work toward aligning the writing assessment to the Common Core writing rubrics.</p>

	<p>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.</p>		<p>100% of students with disabilities were provided instruction, accommodations, modifications and support according to their most recent agreed upon IEP. Measurement of progress was monitored according to IEP goal areas including academics, transition, and behavior. IEP goal progress was reported on at the close of every semester and present levels of performance were updated upon exit from court schools for any students who attended more than 30 consecutive days. Read 180 results were monitored at regular intervals as prescribed by the program. Smarter Balanced scores were updated on all IEPs. All English Learners who were assessed for special education eligibility while attending JCCS programs were evaluated to determine the student's primary language.</p>
	<p>1.h.1 63% of English Learners will improve by at least one proficiency level on the CELDT.</p>		<p>The Title III report reflects that 41% of English Learners who took the Annual CELDT assessment made at least one year of growth.</p> <p>This is a challenging measure for JCCS due to the high mobility of students. We will closely monitor progress and focus on instructional practice to ensure that JCCS English Learners continue to make progress in acquiring English.</p>
	<p>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.</p>		<p>English Learner strategies were discussed throughout the school year, although we did not actively study the ELA/ELD Framework.</p> <p>As discussed below in 1.b.1, JCCS staff attended several professional development trainings that included content specific to English Learners. Information from the trainings was shared and discussed during Leadership Team meetings and staff meetings, and 100% of JCCS teachers benefitted from the new learning.</p> <p>The trainings were:</p> <ul style="list-style-type: none"> • Culturally Responsive Teaching and the Brain, • UDL Now: Effective Instruction using Universal Design for Learning • Teaching Practices that Support Student Understanding and Learning of Mathematics • Creating the Classrooms that Students Need: Explore Ways Into Inquiry Learning • UDL for Administrators: Overview of Universal Design for Learning <p>With the 2016-17 implementation of Character Based Literacy, CBL lead teachers will begin to incorporate practices from the ELA/ELD Framework to enhance instructional supports for learning and to work toward integrated ELD instruction.</p>

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.

During the 2015-16 school year, all eligible English Learners were carefully assessed, with 1 student meeting eligibility requirements and 19 continuing to focus on improving writing assessment results and SRI Lexile levels. All eligible English Learners meeting eligibility requirements were reclassified.

Careful attention is paid to ensuring all English Learners are properly assessed for reclassification. The process is ongoing throughout the school year, and involves all JCCS and special education staff, from the testing coordinator to administrators, teachers, teaching assistants and clerical staff. Students are fully included in the process, counseled on reclassification requirements, and encouraged to focus on outcomes.

Primary language was determined for all English Learners assessed for special education eligibility.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<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>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>ILPs are created for 100% of JCCS students upon intake. JCCS staff review transcripts with students and assign classes accordingly. Placement tests (i.e., SRI and SMI) are administered upon entry to identify appropriate course levels. For students who transfer within JCCS, existing ILPs are utilized for course placement in the new school. To provide more opportunities for students to recover credits through direct instruction, additional teachers were hired at Los Robles and Dos Puertas. The actual cost of salaries and benefits were slightly different from the original estimate.</p> <p>ILP templates were thoroughly reviewed by the Leadership Team and each school staff in October 2015. Minor modifications were made to the ILPs, but generally the review was used to validate that all data needed to make meaningful academic decisions is indeed included on the document.</p>	<p>Expenditure: Teacher Assistant salaries and benefits: 14,081 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: \$136,855 Source: LCFF Supplemental & Concentration Object Code: 1100/3000 Expenditure: Overflow teacher: \$23,534 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p>	<p>Both Odysseyware and Anywhere Learning System (A+) are being used across the JCCS system for credit recovery to augment initial coursework, based upon individual student need. It was identified that online coursework is not always labeled as such on student transcripts, which is something we will change for 2016-17. At Los Robles, student progress specific to online coursework is reviewed at every weekly staff meeting to determine progress. At juvenile hall, this will be an area of improvement for 2016-17. Significant effort is taken to provide students as much additional time as possible beyond the regular school day to recover credits, however, this is an area for improved collaboration between JCCS and Probation for the 2016-17 school year.</p> <p>JCCS staff evaluated Odysseyware and A+ to determine if both programs are needed. It was determined that both program offer unique opportunities, and therefore both programs will continue to be available to students in 2016-17.</p> <ul style="list-style-type: none"> • <u>Benefits of A+:</u> There are no restrictions in terms of the number of students taking courses; there are a variety of courses that can be individualized for students based on learning abilities and credit recovery needs (i.e., if a student enters with .75 of a credit, it is easy for a student to add the last .25). The program is cost effective, because we actually own the courses and simply pay an annual fee. An informal survey reflects that students like the program as an educational option for credit completion. • <u>Benefits of Odysseyware:</u> There are a breadth of courses available, however, additional staff training is needed for teachers to individualize coursework. There are many CTE options available in Odysseyware, as well as A-G courses. 	<p>Expenditure: Additional teacher: \$133,256 Source: LCFF Supplemental & Concentration Object Code: 1100/3000 Expenditure: Overflow teacher: \$23,534 Source: LCFF Supplemental & Concentration Object Code: 1100/3000</p>
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<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 and Juvenile Hall.</p>		<p>With the additional teacher, Los Robles was able to provide greater breadth of coursework for school students. Each semester, including summer, the school was able to offer 5 additional direct instruction courses (15 courses over the school year). Without the additional teacher, students have been limited to only 10 direct instructed courses.</p> <p>Student enrollment at Dos Puertas changes almost daily, often drastically in the course of a week or month. In the beginning of the school year, Dos Puertas enrollment was very high due a dormitory remodeling project at Los Robles. Enrollment at DP was at or above, and it was decided in February that a temporary overflow teacher would be hired for the remainder of the year to lower class size.</p> <p>With additional teachers, the court schools have been able to provide grater support for our high-risk population through direct teaching, ELD support, and class participation.</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>		<p>The homework club was expanded to include a zero period in an effort to provide more flexible scheduling within the schools' and camps' weekly schedule. Students are afforded the opportunity to attend a homework club up to 3 days per week and zero period up to 5 days a week. Students may receive extra help or time for assignments they did not complete during the regular school day. Most students take online courses during these periods, either through A+ or Odysseyware courses. A certificated teacher provides progress monitoring and support during the periods. A weekly review of student progress is part of the weekly staff meeting agenda.</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>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>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>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>JCCS and Special Education staff attended a breadth of professional development offerings to support academic instruction, including:</p> <ul style="list-style-type: none"> • Learning in the Digital Age: Creating a Culture of Learning (Kristen Swanson) - 10/1/2015 (Administrators: 2; Gen Ed Teachers: 2; SpEd Teachers: 1; TAs: 1) • Culturally Responsive Teaching and the Brain (Zaretta Hammond) - 10/13/15 & 11/4/15 (Administrators: 2; Gen Ed Teachers: 2; SpEd Teachers: 1; TAs: 1) • UDL Now: Effective Instruction using Universal Design for Learning (Katie Novak) - 11/10/2015 (Administrators: 2; SpEd Teachers: 1) • Feed-Forward: Designing a Formative Assessment System (Douglas Fisher) - 12/8/2015 (Administrators: 1; Gen Ed Teachers: 4; TAs: 1; Data Tech: 1) • Teaching Practices that Support Student Understanding and Learning of Mathematics (Peg Smith) - 2/3/2016 (Gen Ed Teachers: 4) 	<p>Expenditure: Teacher Assistant salaries and benefits: \$104,579 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p> <p>Expenditure: Professional Development: \$7,475 Source: LCFF Supplemental & Concentration Object Code: 5200</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>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>	<ul style="list-style-type: none"> • Creating the Classrooms that Students Need: Explore Ways Into Inquiry Learning (Diana Laufenberg) - 2/23/2016 (Gen Ed Teachers: 3; SpEd Teachers: 1) • A+ Refresher Training - 2/24/2016 (Administrators: 1; Gen Ed Teachers: 8; SpEd Teachers: 2; TAs: 5) • UDL for Administrators: Overview of Universal Design for Learning (Mary Schillinger) - 3/2/2016 (Administrators: 2) <p>Professional learning is debriefed during Leadership Team and staff meetings. During these meetings, strategies, practices and implementation ideas are discussed.</p> <p>The JCCS Director integrated individual professional development goals into the evaluation process. Teachers were asked to complete a self-evaluation, the Director held “pre-meetings” with teachers prior to observations, and individual professional development goals were discussed.</p>	<p>Expenditure: Subs for teachers & TAs: \$4,274 Source: LCFF Supplemental & Concentration Object Code: 1140/2140</p> <p>Expenditure: Mileage \$310 Source: LCFF Supplemental & Concentration Object Code: 5200</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>As was previously stated, a formal tool will not be created until 2016-17. We have determined that the tool will specifically cover Character Based Literacy and CHAMPS, and the timing was intentional to foster a climate of professional support and growth around two emerging areas of program focus.</p> <ul style="list-style-type: none"> • For CHAMPS, the walkthrough tool will include ratcheting up the Learning Goal component of the program. • For Character Based Literacy, the summer committee will identify specific instructional practices for JCCS-wide implementation, and they will be incorporated into the tool. <p>During 2015-16, six JCCS staff members made visitations between sites. Staff observed CHAMPS introductions, class movement and structure, and they attended staff meetings at other JCCS sites to identify how special education, probation and mental health are incorporated.</p> <p>In fall 2016, the Leadership Team will develop a formal process and timeline for 2016-17 peer observations.</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 checked="" 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 checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>1.c.1 A JCCS Professional Development Plan will be updated by October 2015 and CCSS-aligned curriculum materials will be evaluated, approved/adopted, and implemented, as appropriate.</p>	<p>Expenditure Odysseyware (core specific) \$8,750 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p>	<p>A staff development plan was created to include specific areas of instructional focus. Curricula were also aligned with Common Core, including:</p> <ul style="list-style-type: none"> • Read 180 – the program was updated to ensure alignment, and JCCS staff were trained in Next Generation Read 180 • Odysseyware – reviewed by staff prior to adoption to ensure Common Core alignment in ELA, mathematics, and other core subject areas • A+ courses were updated by Fuel Education to align with Common Core, and staff attended a training on February 24, 2016 to learn about the updates • Staff spent considerable time this year reviewing Character Based Literature (CBL) to determine program benefits and standards alignment. A CBL training was provided on May 6, and another will be held July 22, 2016. 	<p>Expenditure Odysseyware (core specific) \$8,750 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</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>The Williams review and final report verify instructional materials sufficiency.</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>The concept of a classroom walkthrough tool was introduced to the JCCS leadership team, and the group agreed that more discussion and time is needed in preparation. The team wanted to ensure we focus is placed on prioritized needs. The tool will be created in 2016-17, and the JCCS Director and staff will utilize the tool in a manner that is agreed upon through consultation and collaboration with the Leadership Team.</p> <p>Special education administrators conducted classroom observations on a quarterly basis and worked with instructional teams to refine instruction and IEP goal writing.</p>	
<p>Scope of service:</p>	<p>LEA-wide</p>	<p>Scope of service:</p>	<p>LEA-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> 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.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>Expenditure Odysseyware (CTE specific) \$8,750 Source: LCFF Supplemental & Concentration Object Code: 4300/5800</p>	<p>As was mentioned in 1.d above, we've placed a major emphasis this year on creating CTE opportunities for JCCS students.</p>	<p>Expenditure Odysseyware CTE courses (included in 1.c.1 above 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>Significant time was invested by the SBCEO ROP Director, Assistant Superintendent of Educational Services, JCCS Director, and Los Prietos Boys Camp Director who collaborated to create a 3-year CTE Incentive Grant funding opportunity. JCCS will receive \$186,804 for 2016-17 implementation.</p>	<p>Expenditure: Student Data Advisor salary and benefits: \$63,756 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>	<p>The JCCS CTE Incentive Grant is designed to provide three new direct instruction CTE courses at Los Robles High School. The CTE courses provide a pathway in three different industry sectors. The courses include: Multimedia Printing, Culinary Arts and Auto Body. We estimate that 8 students will participate in each CTE course, and students who complete the coursework will receive industry certifications. Grant funds will be used to provide equipment, instructional supplies & materials, instructor salaries, and professional development. This was an outstanding collaborative effort between SBCEO and Probation, and each agency has committed to actionable work to ensure successful implementation:</p> <ul style="list-style-type: none"> • The ROP Director ensure curriculum approval, provide credentialing expertise, recruitment teachers, provide labor market data, and convene industry advisory boards • JCCS staff will focus on scheduling, program implementation, and teacher evaluation • Probation staff will focus on expanding the current kitchen and print programs to include CTE-required elements, facilitate teacher credentialing, provide transportation, assist in creating flexible scheduling, and assist with data collection. 	<p>No mileage was claimed for Career Fair planning meetings.</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.

Career and job skills awareness opportunities will be provided through mini seminars, guest speakers and a career fair coordinated through JCCS, special education vocational

Odysseyware, offering over 80 online courses, was implemented for the first time during the 2015-16 school year. A total of 56 JCCS students are currently taking 84 Odysseyware courses.

Odysseyware and Anywhere Learning System (A+) are used for a variety of purposes, including:

- As a stand-alone online course to provide access to classes JCCS is unable to offer through direct instruction
- To supplementing coursework in progress upon entry, possibly fulfilling partial credit requirements
- To enhancing direct instruction coursework

Although online CTE courses are available to students, we recognize we do not have sufficient time in the day for students to fully benefit from the program. We will discuss options with Probation around allowing students to participate in online coursework during non-instructional time.

Additionally, the *Get Focused...Stay Focused* curriculum will be implemented as a part of the CTE pathway. Two JCCS teachers attended a two-day *Get Focused, Stay Focused* training provided by Santa Barbara City College. A course will be piloted at Los Robles that will incorporate the *Get Focused, Stay Focused* curriculum along with health education and the Cognitive Behavior Therapy STEPs-A curriculum. The special education teacher and general education teacher will co-teach the course which will focus on study skills, post-secondary transition skills, health education, social-emotional learning and coping skills. Weekly topics will be communicated to mental health staff and the school psychologist so they can provide support to students around new learning and practice outside of the classroom environment. Implementation practices and outcomes will be reviewed using student and staff survey data.

The special education vocation/transition manager and special education teachers worked collaboratively with JCCS staff, Probation and community partners including Partners in Education, Santa Barbara City College, Alan Hancock College, and local business owners to deliver ongoing career and job skills awareness through individual vocational counseling, post-secondary mini seminars, and guest speakers.

<p>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; • 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>In January 2015, the "What's Next?" Expo was provided at Dos Puertas, including individual counseling from Santa Barbara City College, Alan Hancock College, and 2 local business owners. 23 students (43% of population) participated in the event.</p> <p>JCCS IEP teams improved the quality of students' ITPs by:</p> <ul style="list-style-type: none"> • Using online, interactive career interest assessment tools; • Providing career awareness, job coaching, and post-secondary education awareness in the court schools through career fairs, guest speakers, and college advisement; • Engaging in reflection and professional learning around ITP development and transition goal writing; • Providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management through career fairs. 	
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>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>	<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>The API was suspended during the March 2015 State Board of Education meeting.</p> <p>The California High School Exit Exam was administered to JCCS students until it was suspended in January 2016.</p> <p>SB 172 requires LEAs to grant diplomas to any student who completed grade twelve during or after the 2003–04 school year, as long as they have met all applicable graduation requirements other than passage of the high school exit examination. JCCS identified 77 total students for whom this law applies, and in March 2016 we received SBCEO Board Approval to issue diplomas. In an effort to notify students of their eligibility to receive diplomas, JCCS has utilized the following:</p> <ul style="list-style-type: none"> • Support from probation in locating students through the last known address and via social media • A media release • Information on our website regarding SB 172, JCCS issuance of diplomas, and JCCS contact information <p>The JCCS testing coordinator worked with staff to administer the Smarter Balanced Assessment. The testing for this school year required minimal support from instructional technology technicians. The results from last year’s Smarter Balanced Assessments were reviewed by staff and the Leadership Team, and did not offer much in the way of informing instruction.</p> <p>JCCS will continue to work toward better understanding how Smarter Balanced Assessment results may be helpful in our instructional setting. At the current time, district assessments tend to be more appropriate tools for the JCCS environment.</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>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>	
<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.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>Expenditure: NWEA License and Hosting \$3,750 Source: Title I-D Object Code: 5800</p>	<p>Components of the Smarter Balanced Interim Assessment (i.e., informational text and math expressions) were piloted with twelve Dos Puertas students, and the Leadership Team considered the instructional relevance of the information. It was determined that for 2016-17, the Leadership Team will administer and systematically review the Smarter Balanced practice test by doing the following:</p> <ul style="list-style-type: none"> • Each JCCS teacher will take the practice test • Training will be provided regarding scoring • Staff will discuss how to use the practice test with students • Staff will continue to discuss the value of Interim Assessment Blocks, such as informational text and math expressions 	<p>NWEA License and Hosting \$3,750 Source: Title I-D Object Code: 5800</p>
<p>1.f.2 Update the JCCS writing assessment and create a rubric for scoring that aligns with the ELA CCSS.</p>		<p>The JCCS writing assessment was reviewed and found to be relevant in assessing students needs. The JCCS Leadership team will review it again in 2016-17 and work toward aligning it with Common Core writing rubrics.</p>	
<p>1.f.3 By fall 2015, JCCS administrators will complete an analysis of the updated NWEA system to determine continued viability as a local measure.</p>		<p>The JCCS Testing Coordinator, along with Leadership Team members, discussed that NWEA testing procedures seem to be cumbersome, and the assessments are too long and broad for our students. LT members will continue to research other assessments for appropriateness and ease of delivery.</p> <p>The LT decided to continue using the Scholastic Reading Inventory (SRI) and the local writing assessment for pre- and post- testing. The Scholastic Mathematics Inventory (SMI) was added in March 2016. The results of all assessments were used for student placement and progress monitoring.</p> <p>In 2016-17 the following professional development will be provided for SMI and SRI, and the following will occur:</p> <ul style="list-style-type: none"> • Teachers will learn about specific outcome reports • Teachers will use actual student reports in training • Discussions will be held around how to use reports as a diagnostic tool 	

<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>		<p>The JCCS Testing Coordinator provided ongoing training and support for staff on district-approved assessments. Students are assessed at all JCCS sites upon intake using the SRI, SMI, and writing assessment. A testing schedule is distributed on a regular basis to track results. The testing coordinator tracks student enrollment and sends each teacher a quarterly list to ensure all students are assessed. Assessment results are also entered into students' records in the Aeries student information system for tracking, review and analysis.</p>			
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> 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>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>Expenditures/ Sources: No additional cost; this is included in teacher salaries covered by IDEA and AB 602</p>	<p>Staff members received inclusion support for students in both court school settings. Special education teachers provide general education teachers and probation staff updated information surrounding appropriate supports and strategies identified for individual students according to IEPs on a regular basis. Special education and general education staff collaborate regularly surrounding support of student behavior and academic outcomes.</p> <p>Special education students were assessed and appropriately placed into Read 180 or System 44 along with general education peers. Progress was monitored regularly in alignment with the Read 180 program.</p> <p>Special education administrator conducted walk throughs and observations in both court school settings. Monthly Job-A-Like meetings were held with special education staff and administration where instructional and collaborative strategies were reviewed and refined.</p>	<p>Expenditures/ Sources: No additional cost; this is included in teacher salaries covered by IDEA and AB 602</p>		
<p>Scope of service:</p>	<p>LEA-wide</p>		<p>Scope of service:</p>	<p>LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Other Subgroups: Students with Disabilities</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 checked="" type="checkbox"/> Other Subgroups: Students with Disabilities</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>Expenditure STOT training-CELDT coordinators: \$570 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Mileage - CELDT coordinators: \$420 Source: LCFF Supplemental & Concentration Object Code: 5200</p>	<p>The CELDT was administered to 68 JCCS students during the initial test window (which ended Oct. 30, 2015), and 13 students were tested after the window closed. This represents 100% of students we were responsible to test.</p> <p>The JCCS Assessment Coordinator monitors student assessment to ensure that all students are tested. A spreadsheet is maintained that includes dates and results, and the information is consistently shared with teachers.</p> <p>JCCS staff self-score the CELDT and use the results to assist with instructional placement. We also share self-scoring results with home schools to support student transition.</p> <p>Two JCCS staff members attended the CELDT Scoring Training of Trainers (STOT) workshop to enhance CELDT assessment practices and support scoring calibration.</p>	<p>Expenditure STOT training-CELDT coordinators: \$570 Source: LCFF Supplemental & Concentration Object Code: 5200</p> <p>Expenditure Mileage - CELDT coordinators: \$39 Source: LCFF Supplemental & Concentration Object Code: 5200</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>Expenditure Read 180/System 44 (Licenses, hosting, maintenance, books): \$5,250 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</p>	<p>Read 180 and LBook are used to support English Learners throughout the JCCS program to provide explicit, sequential, and linguistically appropriate instruction and practice.</p>	<p>Expenditure Read 180/System 44 (Licenses, hosting, maintenance, books): \$5,250 Source: LCFF Supplemental & Concentration Object Code: 5800/4400</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>Expenditure: Read 180 facility space: \$26,863 Source: LCFF Supp. & Concentration Object Code: 5610</p>	<p>During the 2015-16 school year, administrators and teachers engaged in professional development designed to support English Learners, including: Culturally Responsive Teaching and the Brain; UDL Now: Effective Instruction using Universal Design for Learning, Feed-Forward: Designing a Formative Assessment System; and UDL for Administrators: Overview of Universal Design for Learning.</p> <p>With the implementation of Character Based Literacy in 2016-17, JCCS staff will engage in lesson planning that incorporate components of the ELA/ELD Framework to enhance instructional supports for learning and to promote integrated ELD instruction.</p>	<p>Expenditure: Read 180 facility space: \$26,863 Source: LCFF Supp. & Concentration Object Code:</p>

<p>1.h.4 JCCS staff will regularly review and identify students for reclassification eligibility, ensure all identified students are reclassified, and monitor progress for two years to ensure academic and language growth.</p>	<p>Expenditure Teaching Assistants: \$7,143 Source: LCFF Supp & Concentration Object Code: 2100/2140/3000</p>	<p>Our JCCS Assessment Coordinator closely monitors the progress of English Learners. A spreadsheet is maintained for English Learners that tracks CELDT overall and subtest results, as well as progress in every area associated with reclassification (i.e., SRI, writing assessment, teacher recommendation, and parent approval. JCCS staff regularly discuss student progress and communicate with English Learners regarding progress.</p> <p>Of all English Learners assessed, 17 scored Overall CELDT Level 4 or 5 with all subtest above Level 3. This triggered further analysis for potential reclassification, and 1 student was reclassified. It was determined that 9 students needed additional assistance with writing, and 9 need to show further growth on the SRI.</p>	<p>5610 Expenditure Teaching Assistants: \$8,074 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>
<p>Scope of service: LEA-wide</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" 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 checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input checked="" 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>	<p>The following actions, services and expenditures will be made for 2016-17, some of which are still in development:</p> <ol style="list-style-type: none"> 1. There will be a change in JCCS leadership for 2016-17, as our current Director has decided to return to teaching. The hiring process has been completed, and the new Director has 19 years of experience with the LACOE JCCS system. We have not included an action step around this change, but a significant area of focus for 2016-17 will involve the transition to new leadership. We are fortunate that our current Director will continue to teach for JCCS program, as he is an outstanding teacher and extremely knowledgeable about our programs. 2. We will be implementing a new English Language Arts program in 2016-17 called "Character Based Literacy." CBL was designed by the Markkula Center for Applied Ethics at Santa Clara University specifically for use with alternative programs. CBL is meant to be used system-wide, creating coherence for students as they move from one site to another. All programs using CBL select literature from a limited book list that is divided into six thematic, character-based units. We are currently in the process of identifying books from each theme for implementation in 2016-17, and a group of CBL lead teachers will work this summer to create a pacing guide and create lesson plans for the first book. Program costs will include purchasing literature for every student and licenses for every teacher. Licenses allow teacher and administrator to access lesson plans and a plethora of support materials. 3. We wrote a successful Career Technical Education grant for Los Robles, and we're working hard to develop the three CTE courses (i.e., Culinary Arts, Multimedia Printing, and Auto Body), hire and certify the teachers, identify needed materials and supplies, create schedules, etc. This will require significant work and collaboration between SBCEO ROP, JCCS and Probation, and will be a major area of focus for 2016-17. 4. Special education and general education teachers will be working toward creating a team teaching model. The Special Education Coordinator and our new JCCS Director will lead the effort.
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Original GOAL from prior year LCAP:	Goal 2: Educational professionals will be qualified, appropriately assigned, 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 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 ___ 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All, with specific focus in 2.b.2 on low Income pupils	
Expected Annual Measurable Outcomes:	<p>2.a By June 2016, 100% of JCCS teachers will be highly qualified 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</p>	<p>Actual Annual Measurable Outcomes:</p> <p>By June 30, 2016, 100% of JCCS teachers will be highly qualified in four core subject areas. Two teachers are currently completing coursework and will receive certification before the end of the school year.</p> <p>A Professional Development Plan was created in September 2016 and updated as new opportunities were identified.</p>

	<p>ELA/ELD Framework.</p> <p>2.c. By December 2015, JCCS staff will update the <u>Technology Plan and the JCCS Professional Development Plan</u> to ensure effective use of technology.</p>		<p>For 2016-17, the CCSS Implementation Plan and the JCCS Professional Development Plan will be merged into one overall plan.</p> <p>A Technology Plan was created, however, a complete revision is currently being undertaken through a collaborative effort between the SBCEO Instructional Technology Department, JCCS Staff, the Educational Services Division, and upper level SBCEO administration. In 2016-17, we will not be allowed to administer Smarter Balanced using our current operating system, therefore a complete infrastructure analysis is being conducted. Four phases of planning are currently taking pace: Wireless LAN, E-Rate, infrastructure analysis, and Chromebook investigation.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p>	<p>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>	<p>In July 2014 it was determined that several teachers needed to demonstrate highly qualified teacher certification, either through college coursework, VPSS coursework or through single subject assessment. Four teachers needed Science, and two teachers needed Social Studies. Through negotiations with the Santa Barbara County Education Association (SBCEA), it was determined that JCCS teachers would be reimbursed for Tier 2 certification, not Tier 1 and Tier 2. This decision is consistent with reimbursement rates for certifications in other departments. The agreed upon language resulted in a savings of \$3,600.</p> <p>All teachers enrolled in all coursework, and all certifications are expected by June 30, 2016. Four of six certifications have already been submitted.</p>	<p>Expenditure: VPSS Tier II courses or subject area assessments – 4 Science; 2 Social Studies: \$3,000 Source: LCFF Supplemental and Concentration Object Code: 5201</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)_____	
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.	Expenditure: The cost of a <i>series of professional development activities described in 1.b.1 above.</i>	General education and special education teachers attended a breadth of professional learning opportunities specific to the Common Core State Standards, English Language Development (ELD) and effective integration of technology. (see 1.b.1 and 1.h.1 above) Professional development was provided to support implementation of our online programs (i.e., Read 180, Odysseyware and A+). It is anticipated that Chromebooks will be purchased for use in 2016-17. We will create professional learning opportunities to support the successful integration of Chromebooks into the instructional program.	Expenditure: The cost of a series of professional development activities (see 1.b.1 above). Expenditure: Six Chromebook devices have been purchased to review and pilot \$2,100 Source: LCFF Supplemental and Concentration Object Code: 4400
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.		Eight JCCS and special education staff members attended Culturally Responsive Teaching and the Brain with Zaretta Hammond. Staff increased their awareness regarding the of impact poverty on student learning, perceptions and behaviors. The JCCS Leadership Team received a copy of Zaretta Hammond’s book and discussed some of the key points to share with staff at each site. JCCS staff reported that the training helped staff build rapport with students, raise expectations regarding performance, create context in many curricular areas, and support various learning styles.	
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 (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1) <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 (2.b.2) <input checked="" type="checkbox"/> English Learners (2.b.1) <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>2.c Refine the SBCEO Technology Plan and JCCS Professional Development Plan to incorporate the effective integration of technology into the instructional program and transformation of learning experiences into higher levels of student achievement.</p>	<p>Expenditure: The cost of <i>Kristen Swanson: Professional Learning in the Digital Age</i> is included in 1.b.1</p>	<p>JCCS Staff attended Kristen Swanson: Professional Learning in the Digital Age. JCCS staff members have limited experience with integrating technology into the instructional program.</p> <p>An area of focus for 2016-17 will be the purposeful use of technology in support of Character Based Literacy.</p>	<p>Expenditure: The cost of <i>Kristen Swanson: Professional Learning in the Digital Age</i> is included in 1.b.1</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>	
<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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The following actions, services and expenditures will be made for 2016-17, some of which are still in development:</p> <ol style="list-style-type: none"> 1. With the implementation of a new ELA program, "Character Based Literacy, we want to carefully design a professional development plan to ensure successful program implementation and teacher support. Although the plan is still under development, we're looking at a model that includes a CBL Lead Teacher for each school. We're looking into creating a summer CBL Lead Teacher workgroup to identify titles, design and calibrate lesson plans, and develop a strategy for ongoing support. 2. The operating systems on our current JCCS computers will not allow for the administration of Smarter Balanced Assessments in 2016-17, therefore significant work has been done to (a) analyze and research the current JCCS infrastructure at all sites and between the sites and the county office, (b) reopen E-Rate to include additional wireless at each site, and (c) extensively compare instructional needs with technology options. We've made visitations, spoken with five county offices and/or districts that have successfully deployed Chromebooks, and worked to understand the architecture and security requirements for Chromebooks. This work has been divided into four separate projects, and we are still in the process of moving the projects forward. 3. The SBCEO Curriculum & Instruction Division consistently offers outstanding professional development opportunities. When the PD schedule is finalized for 2016-17, JCCS will identify trainings for administrators, teachers and teaching assistants that align with the areas of focus described in our 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__ 2__ 3__ 4__ 5 X 6 X 7__ 8 X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All 3.a.1 Community schools will continue to decrease the number of <u>suspensions</u> by 1% from the 2014-15 baseline. 3.a.2 Staff will implement an updated JCCS Positive Behavior Plan, 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.” 3.b JCCS <u>attendance</u> will increase by 1% per year, and chronic absenteeism will decrease by 2% per year. 3.c The percentage of students successfully reintegrating to their districts <u>on track to graduate</u> will increase by 1%. 3.d Ensure 100% compliance on the Williams Facility Inspection Tool (FIT) report.	Actual Annual Measurable Outcomes:	3.a.1 Using the suspension rate calculation formula provided in the LCAP appendix, the suspension rate for 2015-16 is calculated to be 10%, increased from 4.9% in 2014-15 and 10% in 2013-14. During 2015-16, 58 (of 524) JCCS students received suspensions. 3.a.2 Individual site positive behavior plans were reviewed, and important components of our overall positive behavior process were thoroughly reviewed in 2015-16, including CHAMPS, incentives, policies and procedures. Additional procedures are currently being discussed at juvenile hall for 2016-17. The CHKS survey is administered every other year, with the prior administration occurring in 2014-15. In 2015-16, the attendance rate for JCCS was 92%, which is an increase of 5.5% from 2014-15. In 2014-15, the attendance rate was 87.5%. The chronic absenteeism rate in 2015-16 was 17.4% which is a decrease of 3.4% from 2014-15. 3.c In 2015-16, 44% of students (190 of 429) were enrolled only once, and 56% (239 of 429) were repeat offenders. In 2014-15, 55% of students (306 of 552) were enrolled only once, and 45% (246 of 552) were repeat offenders. The percentage of repeat offenders increased by 11% from 2014-15 to 2015-16. 3.d The Williams Facility Inspection Tool (FIT) report verifies 100% compliance.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
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>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>The suspension rate for 2015-16 increased by 4.9% in 2014-15. In 2016-17, JCCS will work with Probation and Santa Barbara County Behavioral Wellness to minimize juvenile hall student refusals to attend school.</p> <p>In the Community school, JCCS students received counseling from CADA. Student counseling was extremely well coordinated between CADA and JCCS staff, and student and staff reviews were very positive. CADA supported the academic program through “Reconnecting Youth” lessons, and provided regular professional development to staff during weekly meetings (i.e., personal control skills, etc.). CADA also presented to ELAC/DELAC parents during the school year.</p> <p>In the court schools, the County of Santa Barbara’s Department of Behavioral Wellness provides the following range of services: crisis services, assessment, individual counseling, family therapy, psychiatric/medication evaluations and treatment, evidence based group therapy Moral Reconation Therapy (MRT), limited alcohol and drug counseling, and linkage to services in the community upon graduation/completion of the Los Robles High School or Dos Puertas High School programs. Youth are screened and assessed within the first two weeks of their commitment, and this assessment guides the Wellness clinicians assignment of a specific range of services tailored to the needs of the youth and their wiilness to engage in these services.</p> <p>Transition services are an area of focus for JCCS administrators and teachers, Student Data Advisor, JCCS Administrative Secretary, and Transitional Youth Services Program Manager who work with districts to coordinate transitions when students return to home schools and move from 8th grade to high school. The Student Data Advisor has focused a great deal of her time to ensuring support as students transitions back to their home schools. Additionally, support for college transition is provided through TYS, Fighting Back Santa Maria and the</p>	<p>Expenditure Restorative Justice training: \$250 Source: LCFF Supplemental & Concentration Object Code: 5201</p> <p>Expenditure: Substitute teachers: \$645 Source: LCFF Supplemental & Concentration Object Code: 1140</p> <p>Expenditure: Mileage: \$135 Source: LCFF Supplemental & Concentration Object Code: 5000s</p> <p>Expenditure: Teaching Assistants: \$14,082 Source: LCFF Supplemental & Concentration Object Code: 2100/2140/3000</p>

		<p>Migrant program. Communication has been strengthened this year to ensure improved 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>Our JCCS schools provide individual site positive behavior plans, and system-wide we are implementing the CHAMPS model.</p> <p>At Los Robles, there is a long history of recognizing students who are doing well with positive “Chronos” (Chronological reports). When a student is recognized for doing something positive (i.e. following directions, working hard and maintaining focus, etc), it is announced and noted in the log. The positives are integrated into the facilities overall behavior system and students receive rewards. There is also a student of the week award, and students are honored with a certificate and short ceremony in front of the student body. At FitzGerald Community School, staff members utilize restorative practices and provide students with opportunities to make amends when appropriate. Staff members expect students to be part of the school community, and students are rewarded and praised when they do well. At Dos Puertas, the staff members use free time, games, bottled water, and use of tablets as part of their positive behavior support plan. The school is working with probation to</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.</p>

<p>develop an integrated facility plan that can be sustained.</p> <p>Specific focus has been placed on increasing cohesive practices between JCCS and Probation. JCCS staff attended a number of Probation trainings (i.e., Mental Health Training Curriculum for Juvenile Justice), and we will continue work toward improved communication and collaboration during the 2016-17 school year. We have identified that increased communication needs to be created at juvenile hall, and specific steps have already been discussed with the Probation Chief, Deputy Chief and Juvenile Hall Director. We also want to build an integrated incentive plan at juvenile hall during the 2016-17 school year.</p> <p>As part of the JCCS Positive Behavior Plan, all JCCS staff attended professional development on CHAMPS. The JCCS Leadership team identified and agreed upon elements of CHAMPS that could be universally used across the schools. Staff members are also using brain based, relationship building strategies, presented by Zaretta Hammond to improve student behavior.</p> <p>JCCS Student Survey results reflect that, 77.9% of JCCS students reported feeling safe at school. This was an increase from the 2014-15 survey in which 69.8% of students reported feeling safe at school.</p>
<p>During 2015-16, 5 staff members attended an introduction to Restorative Justice Practices. JCCS staff will follow up by identifying identifiable practices that can be used across the schools to reduce the time students may be removed from classrooms. JCCS staff will also attend Restorative Justice training during the 2016-17 school year to enhance JCCS-wide practices.</p>
<p>CPI certification is required every two years, and JCCS staff will complete training during the 2016-17 school year.</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.

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.

Processes and procedures were reviewed and addressed, and specific areas have also been identified for focus during the 2016-17 school year (i.e., juvenile hall communication, collaboration and incentive matrix).

Key components of the CHKS were reviewed during Leadership Team meetings in an effort to integrate and strengthen CHAMPS implementation.

JCCS and probation staff have worked to ensure that all students are in school unless they have a valid excuse from medical, mental health or probation.

JCCS staff continue to work with probation to make sure students who are confined to their cells are receiving instruction. Staff many times will work with students in the no-contact room or will work with probation to deliver work to students in their cells. Every effort is made to serve students within the classroom setting, if at all possible.

The school worked collaboratively to develop a merit system to be integrated by probation into the overall facility structure. We have not made needed progress with probation with regard to an integrated merit system. The merit system will be an area of major during the 2016-17 school year.

Scope of service: **LEA-wide**

ALL

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

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.

Expenditure:
Automated Phone System: \$750
Source: LCFF Supplemental & Concentration
Object Code:
5800

Scope of service: **LEA-wide**

ALL

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

Chronic Absenteeism: in September 2015, the JCCS Director, Student Data Advisor, Student Testing Coordinator, and Assistant Superintendent met to discuss the definition, determine query procedures and discuss intervention approaches for chronic absenteeism. The following baseline for chronic absenteeism was established:

- Court Schools – 50 of 450 (12%) students had more than 10 absences
- Community School - 41 of 74 students (55%) of students have more than 10 absences

Expenditure:
Automated Phone System: \$750
Source: LCFF Supplemental & Concentration
Object Code:
5800

<p>3.b.2 Community school 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>Parents of community school students are contacted every day a student is absent. At the court school, a form is completed in the event that students are absent due to refusal to attend.</p>	
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> 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>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>Anywhere Learning System (see 1.a.1 above) Expenditure: Aeries (Eagle): \$5,500 Source: LCFF Supplemental & Concentration Object Code: 5650</p>	<p>In September 2015, the JCCS Director, Student Data Advisor, Student Testing Coordinator, and Assistant Superintendent met to discuss credit recovery, accrual of credit, and the awarding of partial credit. It was determined that our query process for determining the rate of credit accrual needs to be tied to two components:</p> <ul style="list-style-type: none"> • Students who are enrolled with us more than 65 days • Expected credit earnings of 5 total credits every 19 days <p>Using these criteria, it was determined that at the:</p> <ul style="list-style-type: none"> • Community School, 90% of students are working at an accelerated pace • Court schools, 71% of students are working at an accelerated pace <p>We have identified a process for monitoring credits earned through online coursework, however, a new dilemma involves tracking when our online credit recovery programs (i.e., A+ and Odysseyware) are used to support direct instruction or to fill in credit requirements for students entering with partial credit. This is currently being discussed, and a procedure will be identified for 2016-17.</p>	<p>Anywhere Learning System (see 1.a.1 above) Expenditure: Aeries (Eagle): \$5,500 Source: LCFF Supplemental & Concentration Object Code: 5650</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>This action is no longer applicable given the suspension of CAHSEE.</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.

3.c.4 Students will be supported through a combination of behavioral and academic supports and transition services to improve reintegration rates.

Included among JCCS staff who provide guidance counseling to students are the JCCS Director, the Student Data Advisor, JCCS Teachers, and the JCCS Administrative Secretary. JCCS staff direct students to options that will provide the best opportunity for success, including the California High School Proficiency Exam (CHSPE) and General Educational Development (GED). JCCS annually orders updated materials for the CHSPE.

Students are provided assistance with the practice test for the Armed Services Vocational Aptitude Battery (ASVAB).

Community college outreach and academic counselors also regularly come to the court schools to meet with students.

As the behavioral health authority in Santa Barbara County Juvenile Institutions, the Santa Barbara Department of Behavioral Wellness provides a wide range of services, as identified above in 3.a.1.

JCCS and special education staff have attended multiple trainings this year to better assist students in areas related to behavioral and academic supports and transition services, including:

- Trauma Informed Care - 8/12/15 (Administrators: 1; JCCS Teachers: 3; Special Education Teachers: 1; TAs: 3; Probation: 1; Counselor: 1)
- Child Find Training - 8/27/15 (Administrators: 2; JCCS Teachers: 5; Special Education Teachers: 1; Teaching Assistants: 3; Probation: 1)
- Restorative Justice @ Ventura COE - 2/2/16 (JCCS Teachers: 4; Teaching Assistants: 1)
- Section 504 Workshop - 4/29/16 (JCCS Teachers: 2)
- Mental Health Training Curriculum for Juvenile Justice (Santa Barbara County Probation) - 5/26/16; 6/20/16 (JCCS Teachers: 2; Special Education Teachers: 1; TAs: 1; Student Data Advisor: 1; Probation: 1)
- 6th Annual Get Focused...Stay Focused! Conference - 1/7/16 & 1/8/16 (JCCS Teachers: 2)

Scope of service:	LEA-wide
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X ALL

Scope of service:	LEA-wide
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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)_____	
3.d.1 Continue to inspect and maintain school facilities as measured by the Williams FIT report. Make repairs, as needed, to ensure 100% compliance.	3.d.1 Cost & Source: TBD based upon need	JCCS achieved 100% compliance on the Williams Facilities Inspection Tool (FIT).	3.d.1 Cost & Source: TBD based upon need
3.d.2 Consistent with the JCCS focus on brain based research, we recognize that memory retention and learning functions require brain cells to change, grow, and work more effectively, and exercise creates the best environment for this process to occur. For this reason, gymnasium space will be leased for students at Fitzgerald Community School.	3.d.2: Expenditure: Gymnasium lease Source: LCFF Supplemental & Concentration Object Code: 5610 \$43,954	Physical education classes are provided in the gymnasium on a daily basis. The gymnasium provides an appropriate environment for daily fitness and team sports. Fitzgerald teachers report that having access to the gym: <ul style="list-style-type: none"> • Promotes teamwork, cooperation and health awareness • Allows students to bond and cooperate during team play • Promotes cardio exercise and overall movement benefiting mental acuity • Helps students relieve stress and release endorphins which promote well being 	3.d.2: Expenditure: Gymnasium lease Source: LCFF Supplemental & Concentration Object Code: 5610 \$43,954
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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The following actions, services and expenditures are in development for 2016-17: <ol style="list-style-type: none"> 1. As earlier described, communication and collaboration between JCCS, special education and probation staff will be a high priority for 2016-17, particularly at Dos Puertas. In this goal area, we have identified a need to focus on consistent communication, as well as processes, procedures and positive behavior incentives. 2. We began implementing a program this year called CHAMPS, which is a classroom management process that helps students understand expectations for instructional tasks. In 2016-17, we will work toward calibrating how CHAMPS is being used across the sites, share successful ideas, and expand implementation. 		
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__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9 x 10__ Local : Specify _____	

Goal Applies to:	Schools: Community School	Applicable Pupil Subgroups: Expelled Students
Expected Annual Measurable Outcomes:	<p>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.</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>	<p>Actual Annual Measurable Outcomes:</p> <p>Fitzgerald staff members work closely with expelled students and their families to help students meet the terms of their rehabilitation plans. Of the 12 expelled students with rehabilitation plans, 75% have met or are on track to meet the terms/conditions of their expulsions.</p> <ul style="list-style-type: none"> • 5 have successfully completed the terms/conditions of their expulsions • 4 are on track to meet the terms of their expulsions, which will end in either June or December 2016 • 1 is awaiting confirmation from the prior school of compliance with terms/conditions • 2 are not on track to meet the terms/conditions of their expulsions <p>The SBCEO Child Welfare and Attendance (CWA) Director worked with district superintendents to write the Santa Barbara County Plan for Expelled Youth. The Plan was approved by the SBCEO Board of Directors at the July 2015 meeting and will be in place until 2018.</p> <p>On-site counseling is provided to all expelled youth when the rehabilitation plan outlines the need. The hours are recorded and included in school reports that are sent to the student's home school district for the re-entry meetings. When needed, JCCS staff provide support in scheduling re-entry meetings with the student's home school district.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
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.	No cost	Pretests are administered for all expelled youth and ILPs are developed which include coursework necessary to recover credits and lead to graduation.	No cost
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.		100% of expelled youth have ILPs that are consistently monitored by JCCS staff.	

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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: 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 checked="" type="checkbox"/> Other Subgroups: Expelled Youth	
4.b SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within the <i>Santa Barbara County Plan for Expelled Youth</i> . <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>	Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$32,021 Source: LCFF supplemental and concentration Object Code: 1300/3000	The SBCEO Child Welfare and Attendance (CWA) Director worked with district superintendents to write the <i>Santa Barbara County Plan for Expelled Youth</i> . The Plan was approved by the SBCEO Board of Directors at the July 2015 meeting and will be in place until 2018. The Santa Barbara County Plan for Expelled Youth is posted on the SBCEO website.	Expenditure: JCCS Child Welfare and Attendance salary/benefits: \$45,550 Source: LCFF supplemental and concentration Object Code: 1300/3000
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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: 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 checked="" type="checkbox"/> Other Subgroups: Expelled Youth	
4.c JCCS Director will provide access to counseling support services for expelled students as outlined in their rehabilitation plans.	Expenditure: Counseling services: \$30,000 Source: Title I-D Object Code: 5800	Expelled students are provided counseling while enrolled at FitzGerald community school as part of their rehabilitation plans. Individual, group, and crises intervention is provided to all students who attend the community school. Anger management support is also provided, as outlined in students' rehabilitation plan. For group work, the counselor uses <i>Reconnecting Youth</i> , a research-based curriculum designed to help youth make better choices Reconnecting Youth. The Santa Maria Joint Union High School Staff have observed <i>Reconnecting Youth</i> class and approved the curriculum as part of the District's rehabilitation plans for youth.	Expenditure: Counseling services: \$30,000 Source: Title I-D Object Code: 5800

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 <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: 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 checked="" type="checkbox"/> Other Subgroups: Expelled Youth		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		A continuing area of focus through this LCAP is the need for enhanced communication and collaboration between JCCS, special education and probation. For this goal, we will focus on the range of disciplinary actions in place in the court schools and analyze processes/procedures and ensuring continuation of the educational program and social interaction for youth confined to their cells. This work was approached in 2015-16, however, it will require further discussion and development, and needs to result in actionable work.			
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 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__ 8__ COE only: 9__ 10 x Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
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)		Actual Annual Measurable Outcomes:	TYS presented at a meeting in November using a concept map to illustrate the complexity of the path that a foster youth's educational records must follow once a child has entered the foster care system. Link: (http://cmapspublic2.ihmc.us/rid=1PM66F7LJ-2CPBL4D-2JHN/FosterYouthEducNov2015.cmap) LEAs, Child Welfare Service (CWS) and Probation shared that due to high staff turnover it is difficult to maintain awareness regarding what documents to request and how and where to obtain them. CWS/Probation also reported that high caseloads and case reassignments create additional challenges to updating case plans with educational information. In 2016-17, TYS will work to address these issues by providing training and resources to caseworkers. TYS is also working with CWS to finalize an agreement to leverage Title IV-E funds to create a position for an educational liaison (employed by SBCEO) to be co-located with CWS to provide on-site support and training to caseworkers, while also serving as a liaison to school staff and foster families. The SB Foundation/SBCEO group, which has now transitioned into the FYSCP Executive Advisory Council, is also working to identify a shared data system to facilitate access to critical information to enhance the ability of social workers to create case plans that are informed by the educational	

	<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>		<p>progress and challenges of each student.</p> <p>The TYS Manager has held eight meetings with districts and agencies to review AB 216. (see 5.b below for meeting dates)</p> <p>100% of students who qualify for AB 216 were identified and provided information, services and support.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual 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>Expenditure Student Data Advisor: \$3,236 Source LCFF Supplemental & Concentration Object Code 2000s/3000</p>	<p>Throughout the 2014-2015 school year and until December 2015, SBCEO collaborated with the Santa Barbara Foundation to facilitate a countywide workgroup to focus attention on the needs of foster youth. In January 2016, SBCEO applied for the Foster Youth Services Coordinating (FYSC) Program grant to formalize the process and build the capacity of local educational agencies in identified ways that are agreed upon by agencies and LEAs alike. The work of the FYSC is specifically designed to improve educational and personal outcomes for foster youth, both in our JCCS system and throughout Santa Barbara County, including identification, minimizing disruption, sharing education information between districts and agencies, notifying districts of foster youth placement changes, and ensuring the quick transfer of records. This is a countywide issue, and the four large districts in Santa Barbara County have become active partners to improve these processes.</p> <p>Because many requirements and best practices translate to homeless youth, the FYSC will also incorporate procedures for homeless youth.</p> <p>Three meetings were co-facilitated by SBCEO and the Santa Barbara Foundation through November 2015, and the TYS Program Manager facilitated two meetings between February and April 2015. Specific action steps are outlined in this LCAP.</p>	<p>Expenditure Student Data Advisor: \$1,301 Source LCFF Supplemental & Concentration Object Code 2000s/3000</p>

<p>5a.2 The JCCS Student Data Advisor will work closely with foster and homeless 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 and homeless youth.</p>		<p>The TYS Program Manager is also working on an agreement with Child Welfare Services (CWS) to leverage their Title IV-E funds for additional TYS assistance to social workers.</p> <p>The TYS Program Manager met with the JCCS Director and Student Data Advisor to discuss AB 167/216 requirements. The Student Data Advisor closely monitors foster and homeless youth to ensure that the requirements of AB167 and 216 are met. This will be an expanded focus in 2016-17.</p> <p>The JCCS Student Data Advisor and Administrative Secretary immediately respond to requests for records and services regarding foster and homeless youth. This will continue to be a focus in 2016-17.</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 <input type="checkbox"/> Other</p> <p>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 checked="" type="checkbox"/> Other Subgroups: Homeless Youth</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>	<p>No Cost</p>	<p>Multiple trainings were provided by the TYS Manager throughout the year, including:</p> <ul style="list-style-type: none"> 9/1/15 - presented AB 490 and AB 216 to group home manager at Changing Faces Group Home. 9/22/16 - presented AB 216 to Noah's Anchorage youth crisis shelter 10/22/15 - presented on AB 490 to youth, group home staff, and ILP case managers at the ILP fall workshop. AB 216 was asked about. 10/23/15 - presented AB 490 and AB 216 to group home managers from Serenity, Sweeney Fair Oaks, and Sweeney Bauer. 10/30/15 - presented AB 490 and AB 216 to group home manager at Agape GH. 01/21/16 - presented AB 490 and AB 216/1806 to Lompoc Unified staff at their Principal's meeting. 4/26/16 - presented to JCCS staff at the Santa Maria Juvenile Hall on AB 216 and AB 1806 5/11/16 - presented on AB 216 and AB 1806 to staff at FitzGerald School 	<p>No Cost</p>

		<p>A fact sheet was created and shared containing information about student rights and the processes to safeguard these rights.</p> <p>In 2015-16, TYS utilized an internal form for verifying AB 216 eligibility. For 2016-17, TYS will use a version of the Toolkit's AB 167/216 Graduation: Eligibility & Credit Checklist, as well as the AB 167/216 Graduation Eligibility Notification Letter. TYS continues to encourage districts to adopt the California Partial Credit Model Policy, as outlined in the toolkit.</p> <p>TYS collaborated with a core group of district administrators to create countywide LCAP language to facilitate the prioritization of a clear policy and process for the issuance of partial credits.</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 <input type="checkbox"/> English Learners <input checked="" 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Homeless Youth	
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.	No Cost	<p>The TYS Program Manager met with the JCCS Director and JCCS Student Data Advisor to set the foundation for future collaboration. The TYS Program Manager and JCCS Director and JCCS Student Data Advisor had subsequent meetings to outline a practical, efficient process for referrals from JCCS to TYS, and discussed priority target areas for January-June 2016. Meetings were held on 12/9/15, 12/17/15, 3/8/16, 4/20/16, 4/26/16.</p> <p>The TYS Homeless/Foster Youth Liaison also attended JCCS staff meetings to AB 216 eligibility and discuss foster youth educational rights.</p>	No Cost
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 <input type="checkbox"/> English Learners <input checked="" 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: Homeless Youth	

<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>Due to new legislative requirements and significant changes in funding, we will need to shift LCAP actions and services for 2016-17 and beyond, including:</p> <ol style="list-style-type: none"> 1. AB 854 expanded the role of COEs, shifting the focus from direct service to the new priority of facilitating collaboration among agencies to ensure coordinated and non-duplicative service delivery, capacity building, and enhancing collaboration with post-secondary institutions to facilitate more opportunities for students in foster care. The work of the SBCEO TYS will be to facilitate these efforts. In 2016-17, the Assistant Superintendent of Educational Services and identified JCCS staff will work to support the effort. 2. On June 30, 2015, SBCEO received notification that our McKinney-Vento funding was not being renewed. For 20 years, the SBCEO/TYS program provided extensive services, supports and protections to homeless youth, and in the absence of funding, our focus has been on determining how to best support this highly vulnerable population. With this in mind, it was determined that the TYS Manager will provide training and support for district liaisons, similar to the work the department will be doing to support foster youth. Given the similarity in regulations and needed supports, we believe this will be a good way to proceed.
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Original GOAL from prior year LCAP:	<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: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8 X COE only: 9__ 10__ Local : Specify _____</p>				
Goal Applies to:	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 2px;">Schools:</td> <td style="padding: 2px;">All</td> </tr> <tr> <td style="padding: 2px;">Applicable Pupil Subgroups:</td> <td style="padding: 2px;">All</td> </tr> </table>	Schools:	All	Applicable Pupil Subgroups:	All	
Schools:	All					
Applicable Pupil Subgroups:	All					
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 – 3 parents attended a total of 8 meetings. (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 style="text-align: center;">Actual Annual Measurable Outcomes:</p> <p>It is extremely difficult to measure this action in terms of growth due to the high mobility of our population. We work hard to offer extensive opportunities for parents and ensure continuity of participation on advisory committees after students exit the JCCS program.</p> <p>Parents/guardians were regularly advised of trainings that were available, and parents were encouraged to participate in advisory capacities.</p> <p>In 2015-16, 71% of parents participated in Parent-Teacher Conferences and 64% of parents participated in Open Houses. Three parents served on advisory committees, attending a total of 27 advisory meetings during the 2015-16 school year.</p>				

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.

JCCS staff and site committees have worked hard to develop close and meaningful relationships with a variety of community agencies to enhance programs, services and opportunities for JCCS students and families. A description of collaborative efforts is provided below in 6.b Actual Actions/Services.

JCCS staff contact parents of students exiting from Dos Puertas and meets with parents when students graduate from Los Robles . Special education staff also contact parents of students when they exit from Los Robles or Dos Puertas are contacted, and when available, meet with school staff to review their child's educational options.

At FitzGerald, parents are provided information at parent teacher conferences, open house, and at the ELAC/DELAC committee meetings.

Ongoing parent communication and conferences occur between FitzGerald staff and parents.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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>Expenditure Parent mailings and printing: \$730 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$50 Source LCFF Supplemental &</p>	Parents and community members participating on the ELAC/DELAC and/or PSAC attend regularly and are meaningfully engaged in the process. Opportunities for input are consistently provided to site committee/council members, and for all parents via surveys, Parent/Teacher conferences, Open Houses and ongoing through communication. Information related to the functioning of the schools is provided in both English and Spanish. Time is taken to explain information provided so that parents can participate in the decision making process. Opportunities for voting on items related to school improvement or areas of interest are included in each meeting.	<p>Expenditure Parent mailings and printing: \$542 Source LCFF Supplemental & Concentration Object Code 5700</p> <p>Expenditure Parent meeting refreshments: \$70 Source LCFF Supplemental &</p>

6.a.2 Improve parent participation from the 2014-15 baseline.

2014-15 baseline for parent participation:

- 69% of parents participated in Parent-Teacher Conferences
- 63% of parents participated in Open Houses
- Three parents participated on advisory committees

6.a.3 Continue to provide translation services for 100% of district and school committee meetings, events and functions.

6.a.4 Evaluate parent engagement activities and make necessary improvements to continually enhance services.

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.

Concentration
Object Code 4300

Automated phone system (see 3.b.1)

Newsletters funded through Probation

Parent participation improved during the 2015-16 school, as reflected below:

- 71% of parents participated in Parent-Teacher Conferences
- 64% of parents participated in Open Houses
- Three parents participated on advisory committees
- 68 parent meetings were held at Fitzgerald Community School regarding progress, behavior and reentry.

Bilingual staff have supported the translation of each meeting, event and function.

A parent survey is sent out every year to provide parents an opportunity for feedback. Parents are also asked at every meeting or event for feedback and input. JCCS and special education staff work very hard to engage and communicate with parents, and to elicit feedback.

Survey results clearly reflect that parent priorities include: ensuring student progress toward high school graduation, and helping students gain tools and strategies to manage addiction issues. Evaluation efforts reflect that parents consistently express appreciation for the personal contact and strong communication provided by JCCS and special education staff. Parents who attend PSAC and ELAC/DELAC meetings also appreciate the opportunities for dialogue with teachers and administrators.

JCCS and special educating staff frequently collaborate with Probation, Community Action Commission, Migrant Education, Social Services, Foster Youth Services, Fighting Back Santa Maria, Alcohol Drug and Santa Barbara County Behavioral Wellness, and the Council on Alcoholism and Drug Abuse. Collaboration includes support services, referrals for parents, and training opportunities for parents and staff. This is an area of strength for our programs.

Concentration
Object Code 4300

Automated phone system (see 3.b.1)

Newsletters funded through Probation

<p>6.a.6 Utilize the automated phone system to communicate with parents about school events and student absences.</p>		<p>The automated phone system is utilized as a regular part of our communication plan.</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>	
<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>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>No cost Parent seminars covered by CADA; translation provided by JCCS staff.</p>	<p>JCCS staff work extremely hard to establish and maintain meaningful relationships with community. During the 2015-16 school year, the following agencies provided significant support to JCC students:</p> <p>Partners in Education – provided significant college awareness support, as described in</p> <p>Alan Hancock College – a review of how to get to into college, qualify and apply for financial aide, and course offerings.</p> <p>Community Action Commission -- sexual education and services provided by the CAC</p> <p>Council on Alcoholism and Drug Abuse (CADA) – learning how to recognize the signs of drug and alcohol use and abuse, and how to respond if signs are exhibited.</p> <p>Community Action Commission - California Personal Responsibility Education Program focusing on the consequences of STD's, teen pregnancy and pregnancy prevention. In addition, CAC at our parent education night on March 22, 2016.</p> <p>Allan Hancock College – a Parent Education Night covering Career and Educational Programs was held December 15, 2015.</p> <p>The Rotary Club - provided \$500.00 toward our students'</p>	<p>No cost Parent seminars covered by CADA; translation provided by JCCS staff.</p>

		<p>morning nutrition program.</p> <p>Planned Parenthood – provided the following health education workshops for our 8th grade students: Day 1: Human Sexuality Day 2: Healthy Relationships Day 3: Anatomy Day 4: Pregnancy Prevention Day 5: STI's Day 6: Positively Speaking</p> <p>Anchor of Life Church – a community volunteer arranged for the parishioners to fill holiday stockings for all of our 8-12th grade students with school supplies and a \$20 gift card from Wal-Mart.</p> <p>Fighting Back of Santa Maria Valley – the Program Specialist/Homeless Liaison delivers food every other Friday for our students in need.</p> <p>Volunteer tutors – two volunteers have provided consistent tutoring support for two years, one tutors in Math/Algebra, the other tutors in all subject areas.</p> <p>Teen court for drug and alcohol abuse, behavior problems</p> <p>Santa Maria Family and Youth – provide treatment for students with severe alcohol and drug abuse issues.</p> <p>Grizzly Youth Academy - provide support concerning school, gang behavior and drug use issues.</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)_____	
6.c.1 Assist parents in attending their student's IEP through any means available to them, including direct attendance, or attendance by phone or videoconference at a time that is convenient to them.	Expenditures funded through AB602, IDEA	Parents or guardians were contact either via phone or mail within the first consecutive 30 days of attendance, if not sooner, to discuss the education program, setting, and IEP services for their student while attending the court school. When parents could not be located, case managers arranged for surrogates to participate in the	Expenditures funded through AB602, IDEA

<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>IEP process. Parent and district of residence participation in IEP meetings was made possible through phone conference and direct attendance.</p> <p>100% of parents of students who underwent assessment while attending a court school were interviewed and given a parent questionnaire in order to provide input to the assessment team regarding their student's history, current needs and functioning, strengths and goals.</p> <p>This goal area is in progress. Content management on the special education website is currently being reviewed and updated. A variety of resources are available for parents in both English and Spanish. Current content and future content will continue to be reviewed and made accessible to parents in both English and Spanish.</p> <p>All written parent notifications were provided in both English and Spanish.</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>	
<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 checked="" type="checkbox"/> Other Subgroups: Students with Disabilities (6.c.1-3)</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 checked="" type="checkbox"/> Other Subgroups: Students with Disabilities (6.c.1-3)</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>The following shifts in actions and services will be implemented for 2016-17:</p> <ol style="list-style-type: none"> 1. The new JCCS Director will consider considering alternatives for to enhance parent communication and extend parent outreach. As steps are identified, they will be added to augment the work delineated in this plan. 2. Parents provided input regarding seminar topics, and we are still in the process of identifying trainers and speakers. A full schedule will be created based on parent requests. 		

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:	\$673,805
INCREASED OR IMPROVED SERVICES:	
<p>Current revenues place Santa Barbara County Education Office (SBCEO) at the State funding target for LCFF, indicating “hold harmless” status for LCFF funding. Although SBCEO will not receive an increase in funds based on the number or concentration of unduplicated students (i.e., low income, foster youth, and English learners), the BASC calculator and a locally developed worksheet were used to determine that \$673,805 is attributable to supplemental and concentration funding. The funds will be used and principally directed to address the needs of the students by decreasing class size, providing professional development to staff, purchasing technology and instructional materials to augment and upgrade the instructional program, increase collaborative partnerships and services with community based organizations, increase career and technical education courses, and support the county’s efforts to provide services to expelled and foster youth. The high turn-over in student enrollment, site placement, and shifting needs make using funds LEA-wide the most efficient use of funds in order to support student growth and maintain flexibility in program implementation. We can best meet the intense needs of this highly mobile population by providing staff to support ALL students including targeted groups of unduplicated students.</p>	
<p>The cost of the JCCS base program for 2016-17 will be \$1,358,900, to include:</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 and Community Schools• Salaries of classified staff, to include Administrative and Site Secretaries• Textbooks, instructional materials• Facility leases, security systems, equipment leases, software, licenses, and contracts for services	
<p>The JCCS LCAP describes actions and services specifically designed to <u>enhance the base program</u> for unduplicated students. LCFF supplemental and concentration funds will be used to fund \$679,210 of 2016-17 LCAP actions and services.</p>	
LEA-WIDE AND SCHOOLWIDE USE OF FUNDS:	
<p>99.2% of SBCEO JCCS students are identified as unduplicated (i.e., low income, English learners, and foster youth):</p> <ul style="list-style-type: none">• Court Schools = 100%• Community Schools = 81%	
<p>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). 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.

4.33	%
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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 2016-17, including:

- Collaboration time and direct services among a variety of staff to write, plan, and implement the CTE Incentive Grant, which will provide three career and technical education courses for JCCS students. Among those who have spent tremendous hours on this project include: ROP Director, Assistant Superintendent of Educational Services, JCCS Director, County Superintendent, and Deputy Superintendent.
- During the 2016-17 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.

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).